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ABSTRACT

Based on the Preschool Recreation Enrichment Program (PREP), the manual--one third of which consists of appendixes--is intended to assist recreation personnel in developing programs addressing the motor and associative learning needs of preschool children who demonstrate delays in motor, language, and/or socialization skills. The manual describes 27 fine and gross motor skills, presented sequentially, which have been task analyzed into three developmental levels: beginning, intermediate, and advanced. Accompanying each of the sections on the three developmental levels is a set of life experience activities, which suggest tasks for teaching or practicing the particular skill involved. Games, reinforcement activities, language activities, and equipment are recommended for each skill. Illustrations are provided to describe existing behavior as well as the behavior to be achieved. Apendixes include a PREP assessment form, PREP songs, PREP games and reinforcement activities, and water activities for the preschool child. (Author/DLS)

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Preschool Recreation Enrichment Program

Manual Vol. II

An Aid for Recreation Leaders and Instructional Personnel

KAREN LITTMAN
LIN LESLIE

EC 123071

2

PRESCHOOL RECREATION ENRICHMENT PROGRAM (PREP)

MANUAL

An Aid for Recreation Leaders and Instructional Personnel

Karen G. Littman
Project Director

Lin Leslie
Project Coordinator

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Special Populations Division
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FOREWORD

In response to the need for equality of educational and related services for handicapped children, Congress enacted the Education for All Handicapped Children Act of 1975 (P.L. 94-142). This act mandates that all handicapped children will be provided the special instruction and services which are appropriate to their needs. Furthermore, incorporated in this law is the belief that each child should be educated in the least restrictive environment in which his or her educational and related needs can be satisfactorily met. This law also emphasizes the importance of physical education, recreation, and leisure education in the lives of handicapped children and requires that the child be provided appropriate services which include physical education and recreation.

Since recreation falls within the scope of the law as a supportive service, its value can be seen in assisting the preschool handicapped child in developing skills for eventual, successful integration into society. The values inherent in recreation are, at the very least, equally as pertinent to the preschool handicapped child as they are to the non-handicapped and, in the broader sense, are frequently more important.

With the landmark legislation of P.L. 94-142, it is important to note that herein is a model that was specifically developed for the implementation of recreation programs serving preschool handicapped children. Those of us who were instrumental in the development of this model and its materials sincerely believe in their worth for the handicapped and hope that they will be useful to personnel who are concerned with improving the quality of life and providing optimal recreation experiences for preschool handicapped children.

Melville Appell, Specialist
Division of Research and Innovation
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United States Office of Education

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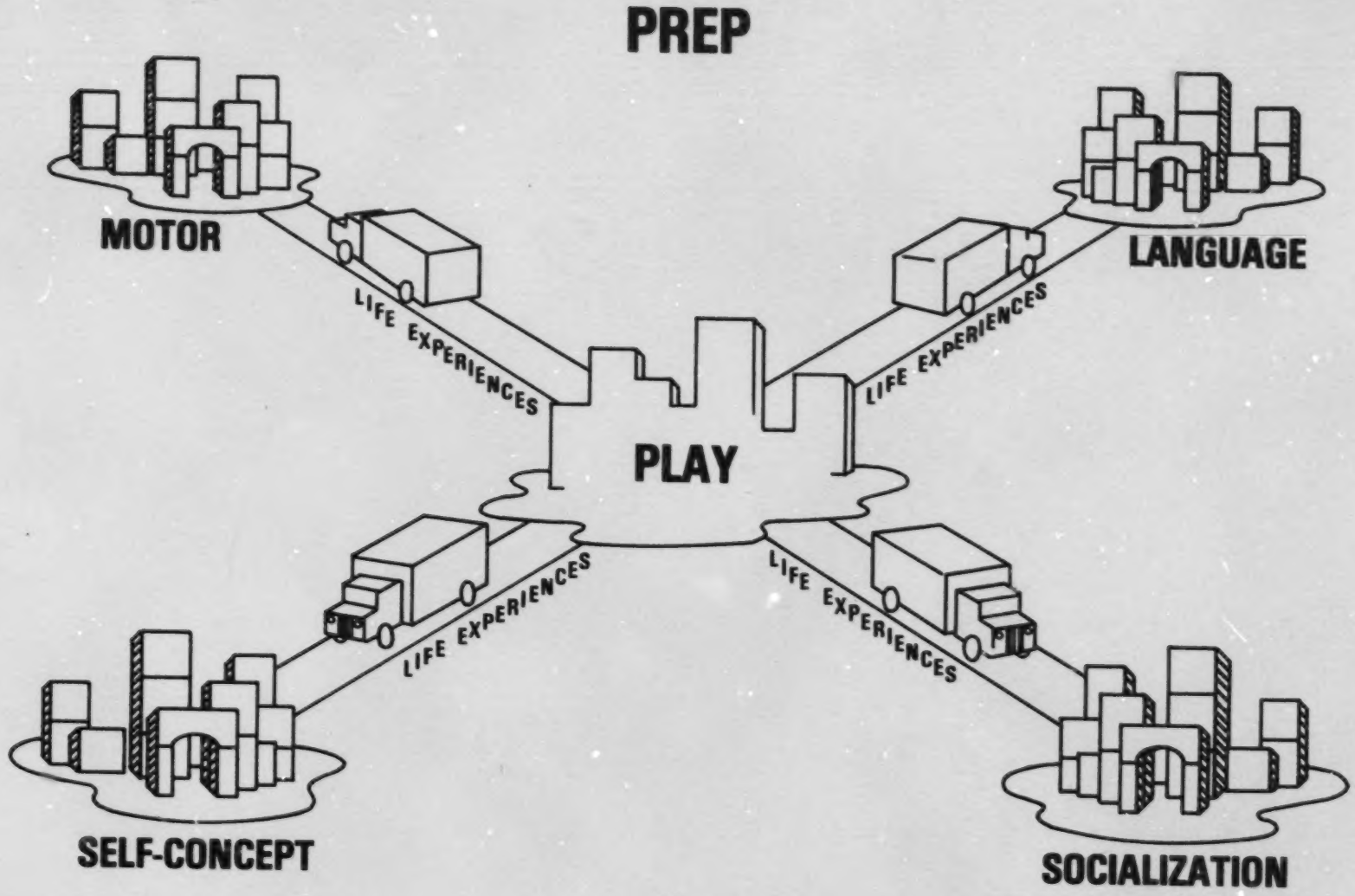
INTRODUCTION

This publication is one outcome of Project PREP, a three-year research and demonstration project conducted by the Maryland-National Capital Park and Planning Commission in Prince George's County, Maryland. Project PREP was funded by the Bureau of Education for the Handicapped to develop and test a model to assist recreation personnel in the implementation of recreation programs serving preschool handicapped children.

Project PREP relates directly to the Education for All Handicapped Children Act of 1975, P.L. 94-142, which specifies that physical education is a part of special education direct services and that recreation is to be included as a related service for handicapped children. This law, to be fully implemented by 1982, requires that handicapped children be offered the same public educational opportunities as non-handicapped children.

Although this Manual is specifically designed to help recreation personnel provide programs for preschool handicapped children, it may be useful to parents and other professionals as they work to establish and improve services for preschool handicapped children.


PREP
MOTOR
LANGUAGE
LIFE EXPERIENCES
LIFE EXPERIENCES
PLAY
LIFE EXPERIENCES
LIFE EXPERIENCES
SELF-CONCEPT
SOCIALIZATION

THE PREP MODEL

Prior to the establishment of Project PREP, the field of recreation lacked a tested model for the implementation of programs serving preschool children with special needs. Consequently, PREP evolved as a workable, flexible system designed to aid recreation professionals in initiating programs for preschool children experiencing delays in motor and associative skill areas.

PREP is a recreation-based motor and associative learning program which uses life-experience approach and focuses upon:

- developing and improving basic fine and gross motor skills essential to daily living
- developing receptive and expressive language skills
- developing a healthy self-concept
- maximizing socialization skills through play
- establishing a recreation value through the provision of success experiences in play activities

The PREP Model includes the following components:

- long- and short-term program planning
- program planning based upon the assessed needs of the target group
- planning and implementation based upon goals and objectives
- implementation based upon an approach which utilizes small groups to introduce skills and large groups to practice these skills
- continuous evaluation of the total program
- regular staff involvement for problem solving and program planning, evaluation and modification

THE PREP INSTRUCTIONAL MATERIALS

A comprehensive set of instructional materials was developed to assist recreation personnel conduct preschool recreation programs. These materials, which include the PREP Implementation and Resource Guide and the PREP Manual, were tested and found to be effective by park and recreation professionals.

PREP Implementation and Resource Guide

This is a publication designed to assist recreation professionals in the planning and implementation of preschool recreation programs based on the PREP Model. The PREP Implementation and Resource Guide provides step-by-step procedures for implementing the PREP Model. It includes sections on the development of the preschool child--motor, language, social, and emotional development. A special section on administration includes information on child identification, logistics, transportation, staffing, budgeting, and resource development. The Guide also provides the recreator with resource information on funding, parent involvement, and equipment.

PREP Manual

This is a publication designed to assist recreation personnel in establishing the content of programs addressing the motor and associative learning needs of preschool children. The PREP Manual is composed of 27 fine and gross motor skills which have been task-analyzed into three developmental levels. Illustrations are provided to describe existing behavior as well as the behavior to be achieved. Accompanying each of the three levels is a set of life experience activities, which suggest tasks for teaching or practicing the skill. Games, reinforcement activities, language activities, and equipment are recommended for each skill.

How to Use the PREP Manual: The Manual is designed to assist recreation personnel identify the basic content of recreation programs and assist the preschool child who demonstrates delays in motor, language, and or socialization skills,

by serving as a guide for:

- identifying existing skill level
- identifying skill level to be achieved
- identifying steps to achieve the skill level

The PREP Manual is organized by skills with gross motor skills preceding fine motor skills. Each of the 18 gross motor and 9 fine motor skills sequentially presented in the PREP Manual is task-analyzed into three developmental levels: beginning, intermediate, and advanced. Accompanying each of the three levels are Life Experience Activities which identify tasks for introducing or practicing the skill:

Beginning Level Life Experience Activities--assist children in learning to perform the skill independently.

Intermediate Level Life Experience Activities--assist children in improving the skill and achieving the goal.

Advanced Level Life Experience Activities--assist children who have achieved the goal to utilize the skill in combination with other skills.

Activities at the advanced level may be difficult for the typical preschool child; the majority of children will require activities from the beginning and intermediate levels.

The same basic format is repeated throughout the Manual. Each skill is introduced by a goal statement. A series of illustrations further describes each goal. Information provided on the introductory first page of each skill can be used with children at the beginning, intermediate, or advanced levels. This information includes:

Key Words--a list of important words and concepts to be emphasized while working on that particular skill.

Language Stimulation--activities and songs which seek to elicit and/or reinforce expressive and receptive language.

Games and Reinforcement Activities--adapted games and activities which assist the leader in program planning and aid the child in integration and utilization of the skill. The suggestions provided in this section are detailed in Appendix B, entitled "Games and Reinforcement Activities."

Equipment--supplies and materials needed to implement beginning, intermediate, and advanced life experience activities.

The pages which follow present descriptions and illustrations of observable behaviors as well as behaviors to be developed. For example, the skill of drawing indicates that, "If the child requires assistance to draw--physical assistance or continuous verbal prompting (the observable behavior)--then the performance objective (behavior to be developed) is to develop the ability to draw independently, utilizing beginning level life experience activities."

Following each performance objective are Life Experience Activities, designed to help the child attain the performance objective. These activities are set in sequence according to difficulty, with the least difficult presented first. Each Life Experience Activity presents a practical approach to introducing and practicing a skill. The language statements which follow provide suggestions for giving directions and examples of "what to say" to the child during the activity to encourage language and active participation.

HOW TO IMPLEMENT A PRESCHOOL RECREATION PROGRAM BASED UPON THE PREP MANUAL

WHAT TO DO	RESOURCES TO USE
Identify participants' needs	- Interviews with parents, teachers, and others acquainted with child - Staff observations - PREP Manual: Assessment Section - PREP Implementation and Resource Guide
Identify program goals and objectives	- Goals of your agency - Assessment data - PREP Implementation and Resource Guide - PREP Manual
Develop long-term and short-term program plans	- PREP Implementation and Resource Guide - Long-Term Planning Form, Short-Term Planning Form - PREP Manual
Implement program plans	- PREP Implementation and Resource Guide - PREP Manual
Evaluate (continuing process)	- PREP Implementation and Resource Guide: Evaluation Section
Modify the program based upon evaluation results	- PREP Implementation and Resource Guide: Evaluation Section - PREP Manual: Assessment Section

GLOSSARY

Agility -- ability to move the body through space, changing direction smoothly and rapidly.

Associative Learning -- within the life experience approach, learning in areas other than motor, i.e., language, cognitive, social/emotional.

Balance -- a state of equilibrium; stability produced by even distribution of weight over the center of gravity.

Center of Gravity -- the single point in a body where the weight of the body is balanced.

Coordination -- synchronized movement patterns.

Dexterity -- skill and ease in using the hands.

Directionality -- ability to determine the relationship between objects in space--using concepts of left and right, up and down, over and under, front and behind and directions from the body out into space.

Dominance -- preferring the use of one eye, hand, foot, or side of the body over the other eye, hand, foot, or side of the body; for example--being right-handed or left-handed.

Dynamic Balance -- maintaining equilibrium while moving.

Endurance -- the ability to repeat a movement successively over a period of time.

Eye-Hand Coordination -- the ability to make the hand do what the eye sees (copying, tracing, etc.).

Fine Motor -- smaller muscle activity (drawing, zipping, etc.).

Figure Ground Relationship -- ability to perceive specific objects placed against a complex background.

Flexibility -- limb or digital range of movement; ability to increase the range of motion about a joint.

Gross Motor Skills -- larger muscle activity (running, jumping, etc.).

Kinesthetic Awareness -- an inner neuro-muscular feeling about the location of body parts and how to move them by recalling previous experience.

Laterality -- concept of left- and right-sidedness and the ability to control the sides of the body separately and simultaneously.

Bi-lateral -- parallel movement of both arms or both legs simultaneously.

Contra-lateral -- simultaneous movement of opposite arm and leg.

Life Experience Activities -- activities cited in the PREP Manual, which present a practical approach to learning language, motor, and socialization skills through involvement in everyday life situations.

Life Experience Approach -- a practical approach to learning language, motor, and socialization skills through play in everyday life situations; the approach utilized in the PREP Program.

Locomotion -- movement of the body from one place to another.

Longitudinal -- parallel to the long axis of the body or part of the body.

Midline -- an imaginary line which divides the body into right and left, top and bottom, or front and back.

Palmer Grasp -- holding an object securely in the palm of the hand with the fingers.

Patterning -- the ability to repeat a movement sequence successively.

Pincer Grasp -- holding an object with the thumb and forefinger.

Posterior -- behind or in back of.

PREP -- an acronym for the Preschool Recreation Enrichment Program; a recreation-based motor and associative learning program for preschool handicapped children, which emphasizes the learning of basic motor, language, and socialization skills through everyday life situations.

PREP Model -- a system for conducting preschool recreation programs involving assessment, planning, implementation, and evaluation.

PREP Skills -- the 27 gross and fine motor skills contained in the PREP Manual.

Prone -- lying face down.

Quadrupedal -- assuming a position with hands and feet on the floor.

Self-Concept -- the image every individual has of himself; the product of a complex sequence of life experiences.

Socialization -- interaction with others in play and daily activities; to adapt behavior to societal patterns.

Spatial Orientation -- ability to determine one's physical relationship to the environment with reference to distance, size, position, and direction.

Speech and Language Development -- using consonant and vowel sounds to make words and then building a vocabulary of words and using those words to formulate grammatically correct sentences. Language development is divided into expressive and receptive language.

Expressive Language -- ability to convey information and communicate ideas through words.

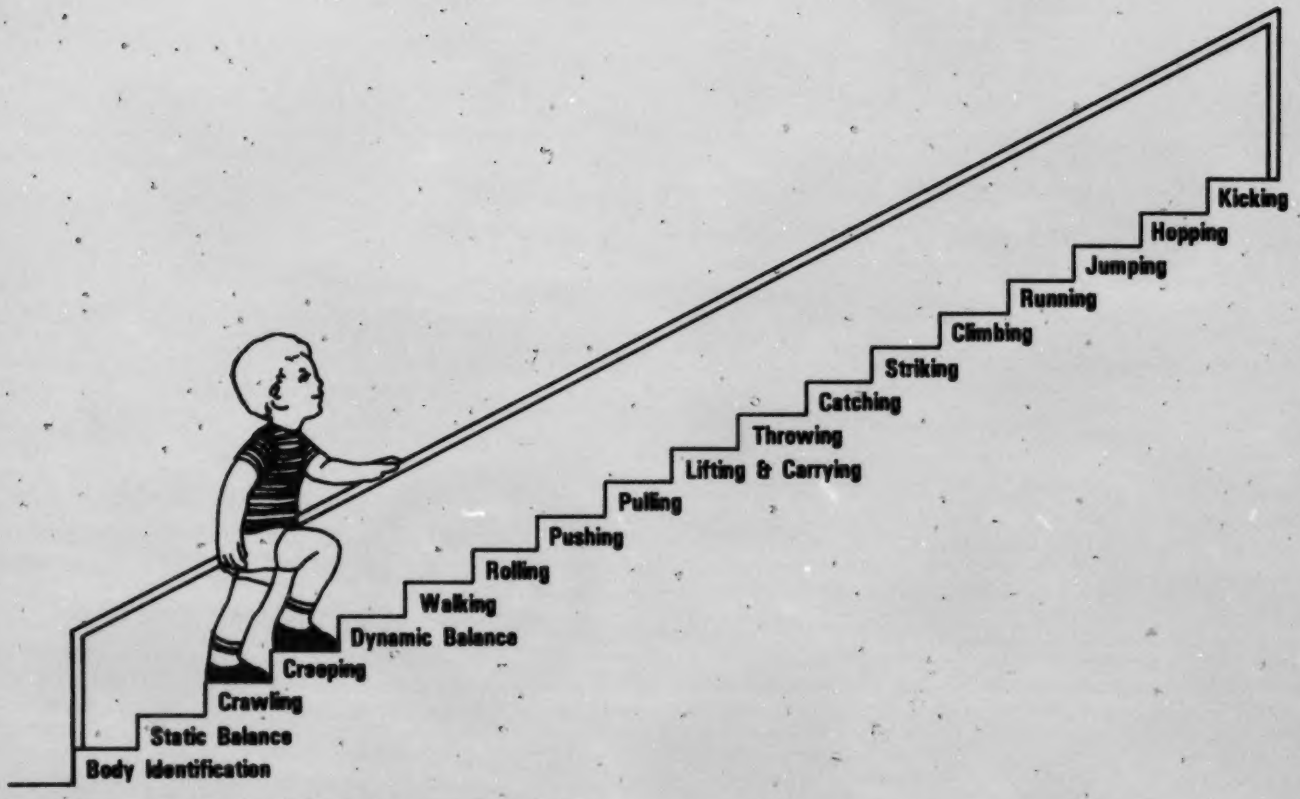
Receptive Language -- ability to receive and understand information.

Static Balance -- maintaining equilibrium while remaining stationary.

Supine -- lying on back.

Visual Tracking -- movement of the eyes as they follow a moving target.

PART I:
GROSS MOTOR SKILLS



Gross Motor Development*

Behavior	Developmental Age (in months)
Lifts head when held at shoulder	1
Makes lateral head movements	1
Prone--makes crawling movements	1
Prone--lifts head momentarily	1
Turns from side to back	2
Held sitting--head position predominantly erect	2
Rolls over	3
Held standing--lifts foot	3
Pulls to sit--no head lag	4
Turns from back to side	4
Sits without support	5
Stands, holding on	6
Pulls self to stand	8
Walks with assistance	11
Stands alone well	11
Attains sitting position unaided	12
Crawls rapidly on all fours	12
Walks alone	12
Throws ball	13
Walks sideways	14
Walks backwards	14
Lets self down from standing to sitting	15
Kneels unaided with slight support	15
Stoops to pick up toys from floor	15
Stands on right foot with help	16
Tries to stand on walking board	17
Creeps backward down stairs	18-24
Picks up toy from floor without falling	18-24
Pushes and pulls large toys, boxes, etc. around floor	18-24
Carries large teddy bear or doll while walking	18-24
Throws ball overhand	19
Walks with one foot on walking board	20
Walks down stairs (hand held)	21
Gets down from adult chair, without assistance	21
Kicks large ball	21
Walks up and down stairs, without assistance	21
Stands on left foot alone	22
Walks on line, general direction	23
Jumps in place	24
Pedals tricycle	24
Walks on tiptoe	30
Balances on one foot for 5 seconds	36
Walks on a line	36-48
Jumps from bottom step	36-48
Goes up stairs using alternating feet	36-48
Squats in play	36-48
Runs	36-48
Throws ball overhand	36-48
Catches bounced ball	36-48
Skips on one foot	36-48
Stands on one foot for 4-8 seconds	36-48
Hops on one foot	36-48
Balances on one foot for 10 seconds	36-48
Climbs ladders and trees	48-60
Walks backward--heel-toe	56
Runs lightly on toes	60-72
Skips on alternate feet	60-72
Jumps rope	60-72
Uses overhead ladder	60-72
Dances to music	60-72
Roller-skates	60-72
Hops 2-3 yards forward on each foot separately	60-72
Walks on board (6 cm. board) without stepping off for full length	60
Jumps from height of 12", landing on toes only	60-72

*Source: A Manual For Use of The Language Accomplishment Profile. Ann Sanford, editor. Funded by the Bureau of Education for the Handicapped and the Office of Child Development, U. S. Department of Health, Education and Welfare. Kaplan School Supply Corporation, 1974.

body identification

GOAL:

To develop and improve the ability to identify the parts of the body.

KEY WORDS:

Action: touch, point, show me, watch, look, move, close, open, twist, bend, blink, shake, stamp, shrug, clap

Object: head, neck, arms, waist, shoulders, stomach, hips, legs, feet, nose, ears, eyes, eyebrows, chin, elbows, knees, fingers, hands, wrist, toes, ankles, mouth, tongue

Concept: front, back, side, top, bottom, right, left, up, down, around, backward, forward

LANGUAGE STIMULATION:

1. Look at action pictures of people and have the children name body parts and describe actions.

2. Encourage children to be leaders in such games as "Simon Says" and "Busy Bee" Leader says, "Tell us what to do." Children respond with the appropriate phrase such as "Touch nose!"

3. Sing songs that involve many body actions:

   "Watch Me Move"
   "Where is Thumbkin?"
   "If You're Happy and You Know It"
   "Me"
   "Hands"
   "This is What I Can Do"
   "Head and Shoulders, Baby"
   "My Little Fingers Keep Moving"

4. Act out finger plays or circle games that involve touching or moving body parts.

   "Put Your Finger in the Air"
   "I Went to School One Morning and I Walked Like This"
   "Touch Your Finger to Your Nose"
   "Monkey See, Monkey Do"
   "Rag Doll"
   "If You're Wearing a _____, Stand Up"
   "Hokey-Pokey"
   "Head, Shoulders, Knees, and Toes"

body identification

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GAMES AND REINFORCEMENT ACTIVITIES:

1. Mirror Man
2. Do This, Do That
3. Simon Says
4. Follow the Leader
5. Hokey Pokey
6. Looby Lou
7. Head and Shoulders, Baby
8. Back to Back, Knee to Knee (Busy Bee)
9. Body Tag
10. What's Missing
11. Modeling with Clay or Playdough Activities
12. Making Body Prints
13. Drawing Shadow Pictures and Silhouettes
14. Finger Painting
15. Making Paper Bag Masks
16. Puppetry
17. Fun With a Cardboard Box

EQUIPMENT:

mirrors, record player, action records, tires, boxes, hoops, construction paper, magazines, paste, crayons, paints, clay or play dough, old clothing

body identification

BEGINNING LEVEL:

If the child requires assistance to identify body parts:

a. physical assistance
b. continuous verbal prompting

THEN -- The PERFORMANCE OBJECTIVE is to develop the ability to identify the parts of the body independently through imitation, utilizing beginning level life experience activities.

BEGINNING LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Encourage children to identify the following body parts through imitation: head, arm, leg, foot, elbow, knee, nose, ear, eye, eyebrow, hand, neck, and stomach. ("Look at me. I am touching my nose. Touch your nose.")
2. Instruct the children to identify the following body planes through imitation: front, back, side, top, and bottom. ("Touch the front of your body. Copy me.")
3. Help the children to identify body parts in terms of function and movement. ("Show me how you kick a ball. Blink your eyes. Clap your hands. Copy me. I'm swinging my arms. Copy me."
4. Help the children point out basic body parts, using a mirror. ("Look in the mirror. Touch your nose. Good. Hide your ears from me." Pointing to the child's body parts, ask "What's this?"
5. Have the children point to body parts on a doll or another person. ("Here's my ear." Point to John's ear. "Whose ear is this?")
6. Have the children point out body parts of people and animals. ("This is my arm." Point to the man's arm. "Show me the cow's nose." "Whose nose is this?")
7. Have children paste eyes, nose, and a mouth onto a circle to make a face. Have children place eyes, nose, and a mouth on a cookie using icing and small candies. ("Put the eyes on the face. Put the mouth on the face." Pointing to the mouth ask, "What's this?")
8. Sing and perform body actions to: "I Have Two Eyes, One, Two...". ("Touch one eye, now touch your other eye. You have two eyes.")
9. Move to song, "Up, Up, Up, Down, Down, Down." ("Move your hands up to the lights. Now bend down to your toes. Touch your toes.")
10. Introduce box-play. Have children explore moving in and out of various sized boxes. ("Move into the big box. Step over the small box with your foot. Put your hand in the small box." Ask, "Where are you?" "Where is your hand?")
11. Introduce the game "Back to Back, Knee to Knee," whereby partners face each other and respond to commands of the leader. ("Put your head to your partner's head. Now back to back, hands to hands. Good.")
12. Introduce the activity "What's Missing?". Draw a person on a piece of paper, omitting a body part, such as a leg. Talk about the picture with the children and ask which body part is missing. ("What's Missing?")

body identification

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INTERMEDIATE LEVEL:

If the child can identify the parts of the body independently, through imitation, but:

a. points to general area, but not to the specific body part
b. points to one of paired parts

THEN -- The **PERFORMANCE OBJECTIVE** is to identify the parts of the body accurately, given verbal cues only, utilizing intermediate level life experience activities.

INTERMEDIATE LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Sitting in a circle, have the children move or touch body parts following verbal commands: hands, legs, eyes, shoulders, arms, feet, ears, elbows, fingers, toes, knees. ("Hold out one hand. Now hold out your other hand. Wave one hand. Now wave both hands, etc. Find your ear. Touch your knee.")
2. Have children touch specific body parts and then move that part in some way on verbal cues. ("Touch your mouth. Now make it move. Open it. Touch your leg. Now shake it, move it all around.")
3. Have children move to "Head, Shoulder, Knees, and Toes" in a circle. ("Touch your head. Now touch your shoulders. Bend over and touch your toes.")
4. Introduce an obstacle course requiring the use of many body parts. ("Step over the box using your arms and legs. Nod your head. Go under the table. Walk around the hoop. Crawl through the tunnel.")
5. Have children use basic body parts to manipulate equipment or the environment. ("Push the box with your hands. Kick the ball with your foot. Blow bubbles with your mouth. Who's kicking the ball? Who's blowing bubbles?")
6. Have children touch paired parts of the body. Emphasize such words as "both" and "two." ("Here are my two eyes. One, two. Show me your two eyes. Blink them.")

7. Have children assist in tracing an outline of another child on paper tacked on the floor. ("Let's draw around his head, now around his shoulder and down his arm.")
8. Draw or paste features onto a traced outline, then color the body parts. ("Find the eyes. Good, show me where they go. The eyes are on the head. Where are the eyes?")
9. Introduce clay or paper art projects involving body identification. ("Roll the clay. Let's make a round ball like a head. Now roll a bigger piece. Here's a body.")
10. Have the children paint their feet, knees, or hands and place on paper to create a print. ("Look at your hands. Show me your thumb.")
11. Cut a picture of a person into four parts. Mix up the pieces. Ask the children to name the body parts as they reassemble the puzzle. Increase difficulty by cutting the picture into smaller pieces. Use pictures of animals to add variety. ("Put the picture together. Let's find the head. Here is an arm.")

body identification

ADVANCED LEVEL:

If the child can identify the parts of the body accurately, given verbal cues only, and:

a. points to specific body part
b. demonstrates the ability to identify paired body parts

THEN -- The PERFORMANCE OBJECTIVE is to use and improve body identification skills, including right-left concepts and crossing the midline, utilizing advanced level life experience activities.

ADVANCED LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Use movement exploration techniques to have the children discover different ways to bend, stretch, rock and swing, and form shapes with body parts and create imitative movements. Involve the children in exercises ("Make your body tall...short. Move like trees in the wind.")
2. Encourage children to identify body parts in relation to the environment. ("Touch your elbow to the wall. Put your hand in the air. Make your elbow point up toward the sky. Down toward the ground. Where's your hand?")
3. Have children identify left and right body parts. ("Touch your right arm. Show me your left knee.")
4. Have the children perform body identification activities whereby they experience crossing the midline, first by imitation, then upon verbal commands. ("Put your right hand on your left knee. Copy me.")
5. Help children develop the following concepts of laterality. Mark an "L" & "R" on appropriate hands of child. ("Touch the wall with your right hand. Is the ball on your left or right side?")
6. Introduce "Tire Obstacle Course." Provide three different colored tires to designate where to put right, left or both feet. ("Put your right foot in the blue tires; left foot in the red ones; and both feet in the white tires.")
7. Play the "Clothesbag Game." Have children select an article of clothing that pertains to a specific body area. ("Find something that you wear on your head. Show me something that keeps your hands warm when it's cold. Good. Put them on. Where do we put gloves?")

static balance

GOAL:

To develop and improve the ability to maintain body balance while in a stationary position.

KEY WORDS:

Action: balance, stand, sit, lift, bend, twist

Object: blocks, balance disc, T-stool, balance beam

Concept: feet, hands, knees

LANGUAGE STIMULATION:

1. Name body parts involved in balancing while child is performing task. Encourage child to verbalize what he is doing by asking, "Who is sitting?"

2. Compose songs about their action, such as

   "We are all swinging our arms, etc..."
   "We are standing on a rock..."

GAMES AND REINFORCEMENT ACTIVITIES:

1. Do As I Do
2. Simon Says
3. Statues
4. Freeze Balance Tag
5. Twister
6. Hop Scotch

EQUIPMENT:

blocks, balance disc, T-stool, bongo board, mats, access to playground equipment, beanbags, carpet squares

static balance

BEGINNING LEVEL:

If the child requires assistance to balance:

a. physical assistance and/or support
b. continuous verbal prompting

THEN — The PERFORMANCE OBJECTIVE is to develop the ability to balance independently, utilizing beginning level life experience activities.

BEGINNING LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Review body identification activities. ("Show me your knees. Can you touch your feet?")
2. Have the children sit on the floor or mat with legs straight and hands in lap. Vary the seated balance by having children sit crosslegged with arms crossed at chest. ("Sit on the floor like this. Sit like an Indian on the carpet square. Cross your legs like this. I'm an Indian. Who are you?")
3. Have children lie on either side, with one arm extended out above the head while the other arm rests on top of the side. ("Lie down on your side like me.")
4. Have children balance on hands and knees. Increase difficulty by having the children balance on only three points - lifting one hand or one knee, and then on two points, with one hand and one knee off the mat. ("Hold one hand up. Now hold it. Good. Lift up one knee. Try not to fall. Who fell down?")
5. Have children balance on hands and feet. Add challenges by having the child balance with one foot or one hand off the mat, and then assume a two-point posture with one hand and one foot simultaneously off the mat. ("Stand up. Put your hands on the mat. Lift this foot off the mat. Good. Hold up the other foot.")
6. Instruct the children to stand and assume the following positions. Play "This is What I Can Do".
   (a) feet together, hands on waist
   (b) on tiptoes with feet together, hands on waist
   (c) on heels, feet together, hands on waist
   (d) stand heel to toe, hands on waist
   ("Stand like this. Copy me. Do what I do.")
7. Have children perform all activities (to verbal or rhythmic cues) with both feet stationary and while eyes are closed or blindfolded. ("When I beat the drum, stand on your tiptoes. Stand with your toe touching your heel.")

static balance

INTERMEDIATE LEVEL:

If child can balance independently, but:

a. displays difficulty in maintaining balance
b. falls easily
c. fails to use eyes for visual focus

THEN -- The PERFORMANCE OBJECTIVE is to develop mature balance techniques, utilizing intermediate level life experience activities.

INTERMEDIATE LEVEL LIFE EXPERIENCE ACTIVITIES:

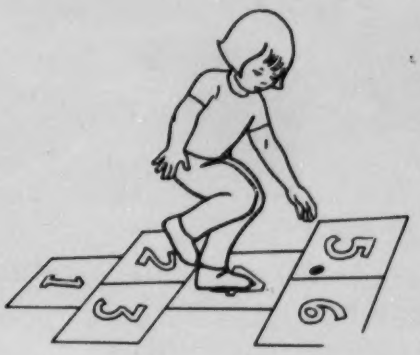
1. Encourage the children to explore various upper body movements while the feet remain stationary; for example, twisting, bending, swinging, swaying, and turning. Play the game "Simon Says." ("Bend your elbows like this. Flap your 'wings' like a bird.")
2. Have children balance in a seated, prone or supine position while on a cageball or large beachball. ("Sit on the ball. Now lie down on your stomach.")
3. Encourage children to explore the environment for objects to use for balancing. ("Stand on the rock. Stand on the log. Who's on the log? Where are you?")
4. Introduce balance on an unstable surface such as a mattress, sand, grassy hill or blocks. ("Stand on the mattress. Move like this.")
5. Encourage children to stand on either foot with arms crossed at the chest. Then have children maintain balance on one foot with arms crossed and eyes blindfolded. ("Hold up this foot. Now close your eyes.")
6. Introduce children to balancing on a balance disc or balance board. Encourage children to sit and stand with arms in different positions. Have the child explore various movements involving the upper body. ("Stand on the balance board. Use your arms like this. Twist your body like this. I'm twisting. What are you doing?") (Use a mirror, too.)
7. Introduce children to sitting on a T-stool or balancing on a bongo board. ("Sit down on the T-stool. Keep your feet on the floor.")
8. Introduce children to balancing on a balance beam. Have children stand on two feet, and then on one foot with eyes opened and then closed. ("Stand up tall on the balance beam. Now raise this foot up.")
9. Introduce a static balance obstacle course requiring additional locomotor skills. ("Run to the block. Stand on it with one foot. Hold your foot up.")
10. Have children explore being able to maintain balance on playground equipment such as a teeter-totter, rocking horse or swing. ("Hold on. Put your hands here. Who's riding the horse?")

ADVANCED LEVEL:

If the child demonstrates mature static balance, and:

a. uses arms for balance
b. displays proper body alignment
c. uses eyes for visual focus

THEN -- The PERFORMANCE OBJECTIVE is to use and improve mature static balance techniques, utilizing advanced level life experience activities.



ADVANCED LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Have children balance beanbags or sticks on the head and other body parts while standing on a balance beam, or sitting on a T-stool. ("Sit down on the T-stool. Now put the beanbag on your head. Don't let it fall. Where's the beanbag?")
2. Have children focus on a poster while balancing on a balance beam. Have children label the poster as showing a happy or sad face. ("Look at the face. What kind of face is it?")
3. Have children hold objects of unequal weight in either hand and with arms extended, while balancing on a beam or T-stool. ("Hold this in your hand.")
4. Have the children play catch while seated on a T-stool or balance disc. ("Catch the ball. I'll throw it to you. I caught it. Who caught the ball?")
5. Encourage children to perform various stunts on a mat; for example a tripod headstand (using wall for support), and frog stand. ("Put your hands and head on the mat. Now put your knees on your elbows. I'll help you.")
6. Have children lie on a kickboard while in the pool. ("Lie down on your front on the board.")
7. Introduce children to games such as "Twister," "Freeze," "Statues" and "Hopscotch" ("Stand on the blue circle. Put your hand on the red square.")

crawling

GOAL:

To develop and improve the ability to crawl forward.

KEY WORDS:

Action: crawl

Object: arms, legs, stomach, box, tunnel

Concept: under, over, through, around, between, up, down, fast, slow

LANGUAGE STIMULATION:

1. Sing and move to "Let's crawl around the circle".
2. Encourage children to talk about the actions of the body parts used in crawling by asking, "What's moving?"
3. Talk about the different animals that crawl and have the children imitate the sounds and movements of animals such as alligators and turtles.
4. Sing songs and act out finger plays about different animals or insects that crawl.

   "Eeensy-Weensey Spider"
   "Old MacDonald Had a Farm"
   "Little Rabbit in the Woods"
   "Creepy-Crawly"
   "Wiggle Like a Snake"
   "A Tiny Little Mouse"

GAMES AND REINFORCEMENT ACTIVITIES:

1. Crawling Obstacle Course
2. Crawling Races
3. Follow the Leader
4. Crawling Tag

EQUIPMENT:

masking tape, boxes, fun tunnels, mats, chairs, tables, cones, boards or ramps, ladders

crawling

BEGINNING LEVEL:

If the child requires assistance to crawl:

a. physical assistance
b. continuous verbal prompting

THEN — The PERFORMANCE OBJECTIVE is to develop the ability to crawl independently utilizing beginning level life experience activities.

BEGINNING LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Review body identification activities ("Show me your arms/legs. Touch your stomach. Pointing to body parts, ask, "What's this?")
2. Have children imitate crawling movements of animals. ("I'm a snake. Copy me. Crawl like a snake. What are you?")
3. Have children crawl on a slick surface, such as a waxed floor or a slip and slide. Encourage children to imitate various movements of animals. ("Move like a snake across the floor.")
4. Have children crawl along a path. ("Crawl on the path. Follow the path. I'm crawling. Who's crawling?")
5. Encourage children to crawl toward an incentive, such as a favorite toy. ("Crawl over to the stuffed animal. Good!")
6. Have the children crawl up a grassy hill. ("Crawl to the top of the hill.")
7. Have the children crawl in a wading pool. ("Get into the water. Now crawl around the pool.")
8. Paint the childrens' hands and have them crawl on paper. ("Stay on the paper while you crawl. Look at your handprints. Who made that print?")

INTERMEDIATE LEVEL:

If the child crawls independently, but:

a. squirms or weaves back and forth, while attempting to propel the body forward
b. moves both arms and then both legs
c. moves arm and leg on same side simultaneously
d. gains little distance

THEN — The PERFORMANCE OBJECTIVE is to develop a mature crawling technique utilizing intermediate level life experience activities.

INTERMEDIATE LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Introduce children to crawling through cardboard boxes, fun tunnels, barrels, under chairs, and between table legs. ("Crawl between the table legs. Where are you?")
2. Have children crawl between the rungs of a ladder. ("Crawl through the spaces.")
3. Have children crawl up and down a ramp or hill. ("Crawl up the hill like a snake. Are you up or down?")
4. Have children crawl at different speeds on paths requiring frequent change of direction. ("Crawl on the path very slowly. Fast. Follow the path. I'm going faster. Are you going fast or slow?")

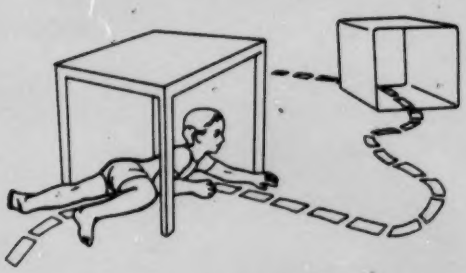
crawling

ADVANCED LEVEL:

If the child can crawl maturely, and:

a. pulls body forward with opposite arm and leg movement
b. gains sizeable distance (3-5 body lengths)
c. keeps head in straight line with eyes focused on path

THEN -- The PERFORMANCE OBJECTIVE is to improve mature crawling techniques utilizing advanced level life experience activities.



ADVANCED LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Introduce crawling in different patterns made by masking tape on the floor. ("Crawl around the circle.")
2. Have the children crawl on color-coded handprints. ("Look at the handprints. Put this hand on the red one.")
3. Have children crawl while pushing a balloon with the head or nose. ("Show me your nose. Push the balloon with your nose while you crawl. Good!")
4. Introduce a crawling obstacle course, emphasizing concepts of over, under, through, between, and around. ("Follow the path. Crawl under the table. Now crawl through the tunnel. Where are you?")
5. Have the children crawl when music is played or the beat of a drum is sounded. ("When you hear the music, start crawling. Freeze when the music stops.")
6. Introduce crawling races and other games such as crawling tag. ("Crawl to the box. Ready-Go!")

creeping

GOAL:

To develop and improve the ability to creep.

KEY WORDS:

Action: creep

Object: hands, knees, box, boards

Concept: under, over, up, down, through, around, between, fast, slow

LANGUAGE STIMULATION:

1. Sing and move to "Let's creep around the circle."
2. Encourage children to talk about the actions of the body parts employed in creeping by asking "What's moving?"
3. Look through animal books and magazines, and talk about animals that creep by asking, "What creeps?"
4. Talk about the different animals that creep and have children imitate the noises that each animal makes. Have children match noises to the different animals. Ask, "What do you hear?"
5. Sing songs and act out finger plays about different animals or insects that creep.

   "Slowly Creeps the Garden Snail"
   "Creepy Crawly"
   "A Tiny Little Mouse"

GAMES AND REINFORCEMENT ACTIVITIES:

1. Follow the Leader
2. Creeping Obstacle Course
3. Hide and Seek (creeping into hiding places)
4. Red Light, Green Light (substitute creep for run)
5. Creeping Races
6. Creeping Tag
7. Zoo or Farm Visits

EQUIPMENT:

masking tape, boxes, tunnels, mats, chairs, tables, cones, boards, ladders, barrels, parachute

creeping

BEGINNING LEVEL:

If the child requires assistance to creep:

a. physical assistance
b. continuous verbal prompting

THEN – The **PERFORMANCE OBJECTIVE** is to develop the ability to creep independently, utilizing beginning level life experience activities.

BEGINNING LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Review body identification and crawling activities. ("Where are your hands? Knees? Show me how you creep.")
2. Have children imitate creeping movements of different animals. Encourage children to imitate creeping animals in the environment. ("Creep like a lion or tiger. Move like this. I'm a lion. Who are you?")
3. Have children creep on a slick surface, such as a waxed floor or a slip and slide. ("Let's creep on this.")
4. Have children move along paths. ("Creep on the path. Follow the path.")
5. Encourage children to creep toward a favorite toy. ("Here's your ball. Can you creep over it? Good!")
6. Have the children creep up a hill. ("Can you creep to the top of the hill? Where are you?")
7. Have the children creep in a wading pool. ("Creep all around the pool.")
8. Have the children creep on paper with their hands painted. ("Creep on the paper. Look at your handprints. Who made that print?")
9. Have children ride on adults' backs to tactically experience creeping. ("Climb onto my back. Ride while I creep. Who's riding?")

creeping

INTERMEDIATE LEVEL:

If the child can creep independently, but:

a. displays difficulty in supporting body weight while attempting to creep
b. moves both arms and then both legs
c. moves arm and leg on same side simultaneously
d. gains little distance

THEN -- The **PERFORMANCE OBJECTIVE** is to develop a mature creeping technique utilizing intermediate level life experience activities.

INTERMEDIATE LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Introduce children to creeping through boxes, tunnels, barrels, and under chairs and tables. ("Creep through the tunnel. Where are you?")
2. Have the children creep between the rungs of a ladder turned on its sides. ("Creep between each space of the ladder. Good!")
3. Creep up and down ramps, slides, or boards. ("Move up the board like a lion. Are you up or down?")
4. Have children creep at different speeds on paths requiring change of direction. ("Let's creep fast along the path. I'm going fast. Are you going fast or slow?")
5. Have children creep on various surfaces. ("Let's creep in the sand. Let's creep across the mattress. Where are you?")
6. During parachute activity, have children take turns creeping under a raised parachute held by others. ("When the parachute is up, creep under it.")

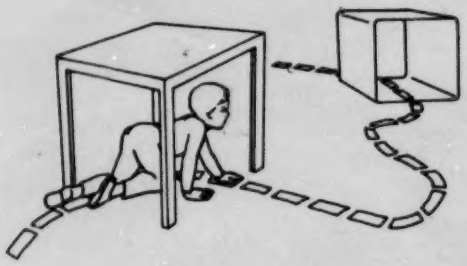
creeping

ADVANCED LEVEL:

If the child can creep maturely, and:

a. supports body weight
b. creeps using opposite arm and leg movement
c. gains sizeable distance
d. focuses attention on pathway

THEN — The PERFORMANCE OBJECTIVE is to improve mature creeping techniques utilizing advanced level life experience activities.



ADVANCED LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Introduce creeping in different patterns (circles, squares, triangles). ("Let's creep around the circle. What shape is this?")
2. Have children creep on color-coded paper prints for hands and knees. ("Put the knee on the blue paper. Follow the path.")
3. Have children push a large balloon or ball with their nose, knees, or head while creeping. ("Move the ball with your knees while you creep. Copy me.")
4. Have the children pretend to be jungle animals while outdoors. ("Who can creep like a big lion?")
5. Introduce a creeping obstacle course. ("Creep up the ramp. Now, creep through the box.")
6. Introduce creeping races. ("Creep over to the wall as fast as you can. Ready-Go!")

29 dynamic balance

GOAL:

To develop and improve the ability to maintain body balance, while moving.

KEY WORDS:

Action: balance, walk, step, hop, jump, run, move, turn

Object: walking board, logs, beanbags, ladders

Concept: forward, backward, sideways, fast, slow, across, line

LANGUAGE STIMULATION:

1. Name body parts while directing children to run, climb, mix, pour, etc. Describe the action the child is making. Encourage children to verbalize what they are doing by asking, "Who's climbing? Who's running?"

2. Talk about the different ways to balance, while watching a gymnastics demonstration.

3. Compose songs about the action.

   "We are all swinging our arms, etc..."
   "Fast, fast, fast, now we are running fast..."
   "Slow, slow, slow, now we are running slow..."

4. Sing and physically act out:

   "Jack and Jill Went Up the Hill"
   "London Bridge is Falling Down"
   "Ring Around the Rosey"
   "I Went to School One Morning and I Walked Like This"
   "Let's Walk Around the Circle"

GAMES AND REINFORCEMENT ACTIVITIES:

1. Animal Walks
2. Do As I Do
3. Simon Says
4. Bunny Hop (dance)
5. Rhythmic Activities (such as dancing and moving to music)
6. Ladder Game
7. Obstacle Course
8. Beanbag Relay
9. Animal Tag
10. Hopscotch
11. Nature Hikes
12. Roller Skating
13. Ice Skating (on double runner skates)
14. Ice Cream Cone Game

EQUIPMENT:

walking board, balance beam, benches, blocks, playground equipment, beanbags, tires, hoops, balls, masking tape

dynamic balance

BEGINNING LEVEL:

If the child requires assistance to maintain balance while moving:

a. physical assistance and/or support
b. continuous verbal prompting

THEN – The **PERFORMANCE OBJECTIVE** is to maintain balance independently while moving, utilizing beginning level life experience activities.

BEGINNING LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Encourage children to explore general space, i.e., going to all parts of a room, including corners, the middle, places where no one else is. Encourage children to move on different body parts and to use different forms of locomotion. ("How many places can you go in the room? Keep moving. Can you run? Don't touch anyone.")
2. Have the children move in general space at different levels. ("Make yourself tall. Good. Now move around the room. Make your body small.")
3. Introduce moving on a straight line. Encourage children to use arms for balance. ("Look at the line. Let's walk on it. I'm walking. Who's walking?")
4. Move on lines that form various designs and shapes. ("Walk around the circle. Stay on the line.")
5. Have children move backwards and sidewards on a line. ("Let's walk backwards on the line. Good. Now try moving sideways.")
6. Introduce speed while moving on a line. ("Walk slowly on the line. Run on the line. Good.")
7. Have children move on hands and knees through an obstacle course. Vary the activity by introducing an element of speed, using rhythm and music to change the speed. ("Move like this through the box. Follow me.")
8. Have children move on a wide beam or board placed on the floor. ("Walk to the end of the board. Use your arms. Copy me.")
9. Encourage children to move in different directions, at various levels and speeds. Use different body parts while moving along a board or suspended bridge. ("Let's move along the board on your hands and knees, like this. Let's move backwards.")
10. Have children explore the environment and choose objects on which to move. ("Walk on the blocks. Let me see you walk in these big shoes. What else can you walk on?")
11. Encourage children to move while on various unstable surfaces, such as a mattress, or sand. ("Show me how you move on the mattress. Let's walk in the sand. Where are you?")
12. Encourage children to perform various locomotor skills while in the pool. ("Let's walk through the water. Now, run over and get the ball. Who got the ball? I got it.")

INTERMEDIATE LEVEL:

If the child can maintain balance independently, while moving, but:

a. demonstrates difficulty remaining on line, board, or path while moving
b. fails to use arms for balance
c. fails to use eyes for visual focus while moving
d. demonstrates difficulty maintaining an upright position
e. demonstrates difficulty in using an alternating foot pattern

THEN -- The PERFORMANCE OBJECTIVE is to develop a mature balance technique while moving, utilizing intermediate level life experience activities.

INTERMEDIATE LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Introduce children to moving on a raised surface, such as a curb, balance board, or slanted board. ("Walk on the log. Move up the board like this.")
2. Have children explore different objects in the outdoor environment on which to move, such as a log, curb, or park bench. ("Let's walk on the log. I'm walking on a log. Where are you?")
3. Encourage children to use various forms of locomotion while moving on a raised surface. Have children jump up to or down from playground equipment. ("Slide on the log. Follow me. I'm sliding. What are you doing? Let's jump down from the walking bridge.")
4. Encourage children to maintain balance on playground equipment such as a teeter totter, rocking horse, swing or other moving equipment. ("Hold on. Sit like this. I'm riding. Who's riding?")
5. Have children hold a ball, beanbag or balance pole while moving on a walking board. ("Pick up the ball. Now move to the end of the board.")
6. Have children move along a walking board with arms in different positions. ("Place your hands on your hips like this. Let's walk (jump, run) across the board. Good.")
7. Space beanbags or blocks along the walking board requiring the children to step over them as they move. ("Step over the beanbags. Keep walking and step over. I step over. What do you do?")
8. Have the children walk on a curb, log, or walking beam, and move over and under crossbars or other obstacles. ("When you come to the bar, get down low and go under it.")
9. Encourage the children to walk backward and sideways across a log or walking board. ("Turn your body and walk. Copy me.")

10. Have children run or jump between the rungs of a ladder. ("Jump into each space of the ladder. Jump over the rung.")
11. Have the children walk forward, backward, or sideways on the rungs or sides of the ladder or a sandbox. ("Let's step on each bar of the ladder.")
12. Have the children straddle the ladder with one foot on each side. ("Place you feet on the sides of the ladder like this. Now walk.")
13. Have the children experience moving on a walking board while focusing on various points that are ahead of the child: at the end of the board, moving up and down, side to side and rotating. ("Walk very slowly and watch the light. Good.")
14. Design an obstacle course requiring many kinds of locomotion movement. ("Move like this. Run to the wall. Move on your hands and knees through the box.")

dynamic balance

ADVANCED LEVEL:

If the child maintains balance maturely while moving, and:

a. moves along a path or board without stepping off or falling
b. uses arms for balance
c. maintains visual focus while moving
d. keeps body aligned while moving
e. alternates feet while moving

THEN -- The PERFORMANCE OBJECTIVE is to use and improve mature balance techniques while moving, utilizing advanced level life experience activities.

ADVANCED LEVEL LIFE EXPERIENCE ACTIVITIES:

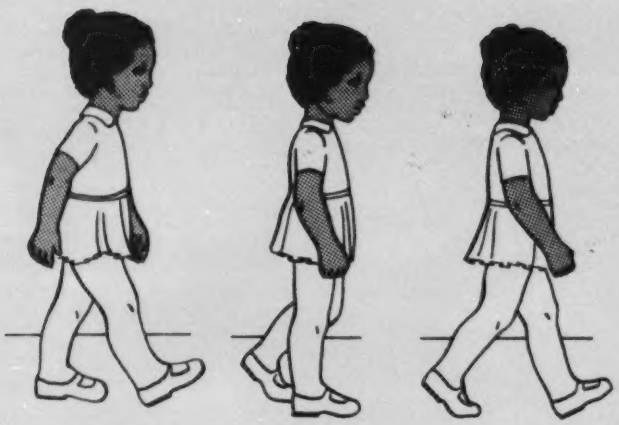
1. Give the children beanbags to place on their hands or head while they move on a walking board, log, or ladder. ("Put this beanbag on your head like this. Now move along the log. Don't let the beanbag fall. What happened?")
2. Have the children walk halfway along the walking board, turn and walk sideways to the end of the board. ("Walk to here. Now turn. Walk sideways the rest of the way. Look at me. Very good! Try it again.")
3. Have children toss a beanbag from hand to hand as they move. ("Look at the beanbag while you move.")
4. Have children bounce a ball while moving on a walking board. Place hoops alongside the board so that they can bounce a ball inside the hoops. ("Bounce and catch the ball while you walk.")
5. Have children hold hands with a partner and walk forward and backwards. Repeat the activity with children performing other locomotor skills, such as running and jumping. ("Hold John's hands and walk over to the wall. Not too fast. Good.")
6. Have two children stand at each end of a walking board. Have each walk toward the center, pass each other, and continue to the opposite end of the board. ("Walk to the middle, here. John, pass Jim without stepping off the board. Try it.")

7. Encourage children to perform various animal walks while on a ladder lying flat on the floor (i.e., dog walk, crab walk, frog jump). ("Get down on your hands and knees. Now walk on the sides of the ladder. You're walking like a dog. Good! Now jump like a frog. Who are you?")
8. Introduce children to moving on a balance beam of increased height. Place mats beneath the beam and provide assistance if needed. ("Let's walk to the end of the beam. Now jump to this spot.")
9. Have the children walk in different directions on tin can stilts. ("Step on the stilts. Pull up on the strings and walk. Who's walking on stilts?")
10. Have the child experience roller skating or ice skating. Begin by having the child slide on carpet squares. Have children explore moving on one skate, then two. ("Step on the carpet squares. Now move your feet like this. Skate. I'm skating. What are you doing?")
11. Introduce riding a bicycle. Encourage children to coast down a slight incline. ("Let the bike roll down the hill like this. Keep your feet here. Use your feet to stop, like this.")

walking

GOAL:

To develop and improve the ability to walk with a smooth, even gait.



KEY WORDS:

Action: walk, swing arms, move, step

Object: heel, toe, line, rope, footprints

Concept: fast, slow, up, down, forward, backward, sideward, over, under, between, through

LANGUAGE STIMULATION:

1. Sing "Let's Walk Around the Circle"
   "Visit To My Little Friend"
   "See My Fingers Walking, Walking"
2. Imitate different animal walks and make corresponding sounds.
3. Sing action songs which utilize walking, for example "Sammy" and "Moving Game".
4. Sing while walking to the store, playground, school, etc.

GAMES AND REINFORCEMENT ACTIVITIES:

1. Follow the Snake
2. Follow the Leader
3. Stepping Stones
4. Walking Races
5. Hiking and Nature Walks

EQUIPMENT:

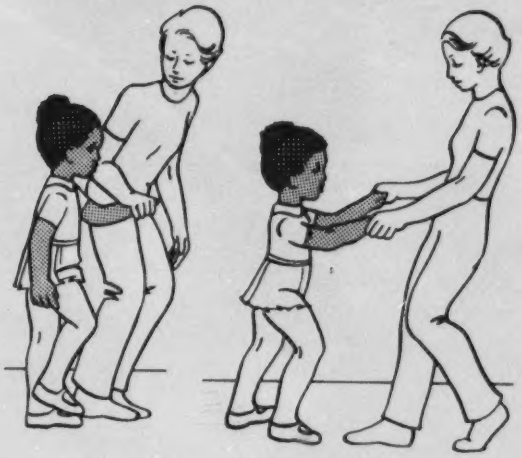
walking board, balance beam, masking tape, tin cans, rope, ladder, steps, mats, mattresses, sand box

walking

BEGINNING LEVEL:

If the child requires assistance to walk:

a. physical assistance and/or support
b. continuous verbal prompting



THEN -- The PERFORMANCE OBJECTIVE is to develop the ability to walk independently utilizing beginning level life experience activities.

BEGINNING LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Demonstrate walking and have the children hold onto the hand of an adult. ("Take my hand and walk with me. I'm walking. Who's walking?")
2. Have the children walk between two parallel bars. ("Walk between the bars.")
3. Have the children walk while in a swimming pool, holding onto the side for support if needed. ("Walk in the water. You can hold onto the wall.")
4. Have the children walk while pushing a doll carriage. ("Put your hands here and push it to the wall. Push the baby.")
5. Encourage children to walk freely. Provide assistance when needed by extending a hand, rope, or pole. ("Walk across the room. Swing your arms.")
6. Encourage children to imitate while walking around a table setting places for snack. ("Walk over here. Give John his snack. Here are some raisins.")

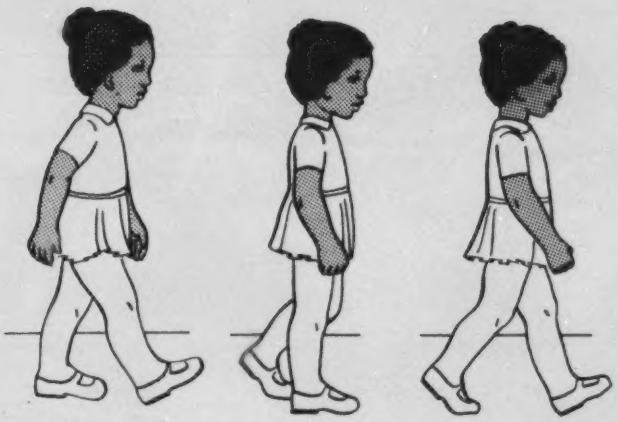
walking

INTERMEDIATE LEVEL:

If the child can walk independently, but:

a. loses balance occasionally
b. displays uncoordinated movement of arms and legs while walking
c. demonstrates incorrect body alignment

THEN -- The PERFORMANCE OBJECTIVE is to develop a mature walking technique utilizing intermediate level life experience activities.



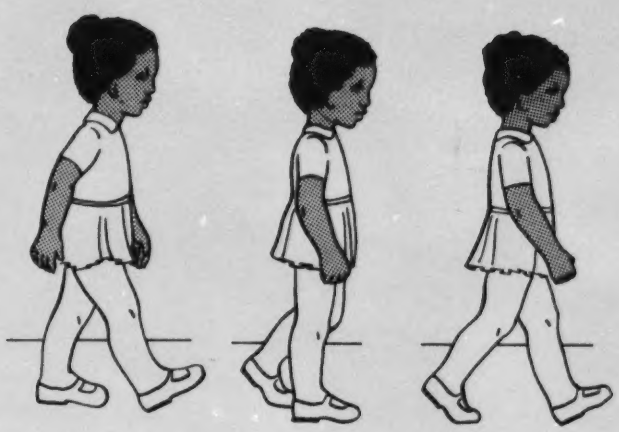
INTERMEDIATE LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Introduce children to walking on specific paths, such as boards, footprints, or newspaper placed on the floor. ("Look at the footprints. Let's walk on them.")
2. Have children walk on a nature path with a partner. ("Look at the path. Walk with your friend.")
3. Have children walk through sand, mud, or snow following the footprints made by an adult. Encourage children to place their heel into the foot pattern first. ("Where is the heel of your foot? Put your heel in the footprint first. Now the rest of your foot. Who's walking in the snow?")
4. Have children walk on different objects and surfaces, such as a ladder, sand, grass, or mattress. ("Walk in the sand. Let's walk between the spaces of the ladder. Where are you?")
5. Have children walk with various sized shoes and boots on their feet. ("Put on these big shoes and walk.")
6. Have children experience walking barefoot on various surfaces and textures. ("Take off your shoes and socks. Now walk around in the sand. The sand is soft. How does it feel?")
7. Encourage children to walk with a pet on a leash. ("Hold onto the leash and walk along with the dog. Who's walking the dog?")

ADVANCED LEVEL:

If the child can walk maturely, and:

a. maintains an even, coordinated gait
b. uses heel-toe progression
c. swings arms in opposition to legs
d. maintains proper body alignment



THEN -- The PERFORMANCE OBJECTIVE is to use and improve mature walking technique utilizing advanced level life experience activities.

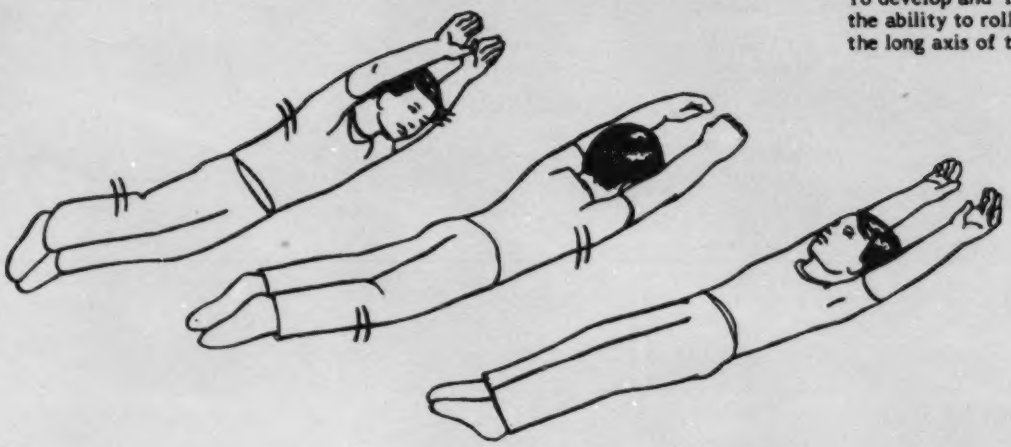
ADVANCED LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Introduce walking on lines requiring frequent change of direction ("Look down at the line. Make your feet follow the line.")
2. Have the children experience walking backward and sideways on a line or path. ("Turn around like me. I'm walking backwards. Walk backwards on the line. What are you doing?")
3. Introduce walking through a maze of mats and boxes. ("Let's walk through the maze. Follow me.")
4. Introduce walking on a low-lying balance beam or a walking board. ("Step up on the board and walk to the other end. Move your arms like this.")
5. Have the children walk across a beam, curbs, or log with a beanbag on the head. ("Put the beanbag on your head. Now walk across the beam. Don't let the beanbag fall. What happened?")
6. Encourage the children to walk across the beam, stepping over small objects such as blocks or cubes. Then encourage the children to pick up the objects. ("Walk across the beam. Step over the block. I step over. What do you do?")
7. Introduce the children to walking on tin can stilts. ("Step on the cans and pull up the strings. See if you can walk. Who's walking?")
8. Introduce children to walking while straddling a rope placed on the floor. Have children close their eyes. ("Close your eyes. Feel the rope with your feet. Walk to the end.")

rolling

GOAL:

To develop and improve the ability to roll around the long axis of the body.



KEY WORDS:

Action: roll, push, lift, bend

Object: mat, line, toes, knees, shoulder, chest, arms, side, hands, hips

Concept: over, roll

LANGUAGE STIMULATION:

1. Name the body parts as the children use them in rolling.
2. Sing related songs while rolling. Emphasize "roll over," "roll like a log," as the children roll.

   "Merrily We Roll Along"
   "There Were Five in the Bed"
   "This Old Man"

3. Compose and sing songs with the children which coordinate with various activities.

   "We are Rolling Like a Log."
   "This is the Way We Roll Like a Ball."

4. Initiate discussion with children about objects which roll. In a circle, roll objects to one another, calling out "roll (ball)" each time. ("What can you find in the box that will roll? A marble? A ball? A can? Now, roll it to _____.")
5. Identify and cut out pictures of objects that roll. Paste them on construction paper, talking with each child about objects that roll. ("Did you cut out a ball? What rolls? Good, a ball rolls. But, does a block roll? Some blocks can roll, but not the one in this picture. Let's find another one.")

GAMES AND REINFORCEMENT ACTIVITIES:

1. Rolling to Music, Combining Other Movements for Dance
2. Rolling a Child Into or Out of a Blanket
3. Rolling Barrels, Cylinders
4. Rolling Races/Games
5. Ross and Toss
6. Roll Like a Ball
7. Rolling Down Grassy Hills
8. Rolling in Snow to Make Body Prints

EQUIPMENT:

mats, ramps, balls, barrels, wands, tubes, cylinders, eggs, hoops, paste, marbles, magazines, paper

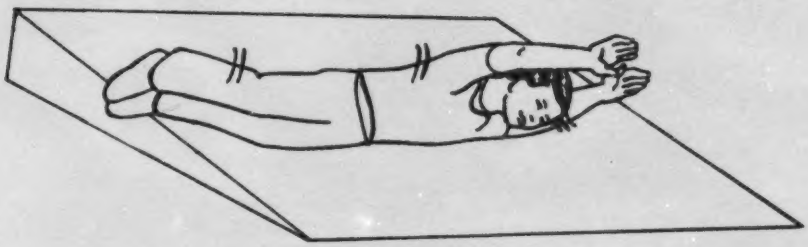
rolling

BEGINNING LEVEL:

If the child requires assistance to roll:

a. physical assistance
b. continuous verbal prompting

THEN -- The **PERFORMANCE OBJECTIVE** is to develop the ability to roll independently, utilizing beginning level life experience activities.



BEGINNING LEVEL LIFE EXPERIENCE ACTIVITIES:

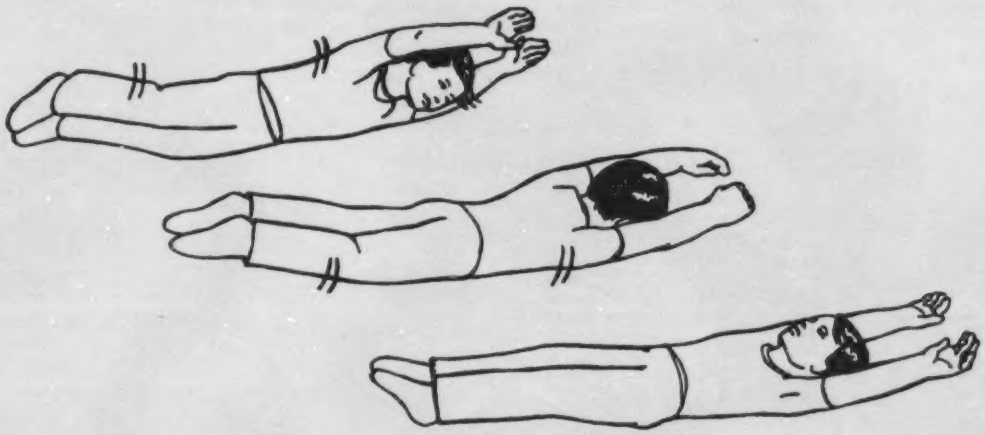
1. Review body awareness. Encourage children to roll from back to front and reverse with musical accompaniment. Give assistance as necessary to help children roll. Vary the activity with "Simon Says" and imitation games. ("Roll onto your front. Now, roll over on your back. I'm rolling. Who's rolling?")
2. Introduce objects that roll, such as a pencil or tube. Encourage children to roll in imitation of the objects. Give assistance as needed. ("Let's roll like this pencil. See how straight this tube is? Make your body straight and roll. Keep your feet together.")
3. Introduce children to rolling down a raised mat or incline. ("Can you roll down the mat? Roll down. Copy me. I'm rolling down. What are you doing?")
4. Roll a child into a blanket or beach towel. Roll child out of blanket or towel. Have child roll himself into the blanket, and roll out. ("Roll yourself into the blanket. Now, roll out.")

INTERMEDIATE LEVEL:

If the child can roll independently, but:

a. can only roll down an inclined surface
b. demonstrates difficulty shifting body weight
c. demonstrates difficulty in maintaining body alignment while rolling
d. demonstrates difficulty in visually orienting body while rolling to keep body on straight line
e. rolls with arms at sides or clasped in front

THEN -- The PERFORMANCE OBJECTIVE is to develop a mature rolling technique, utilizing intermediate level life experience activities.



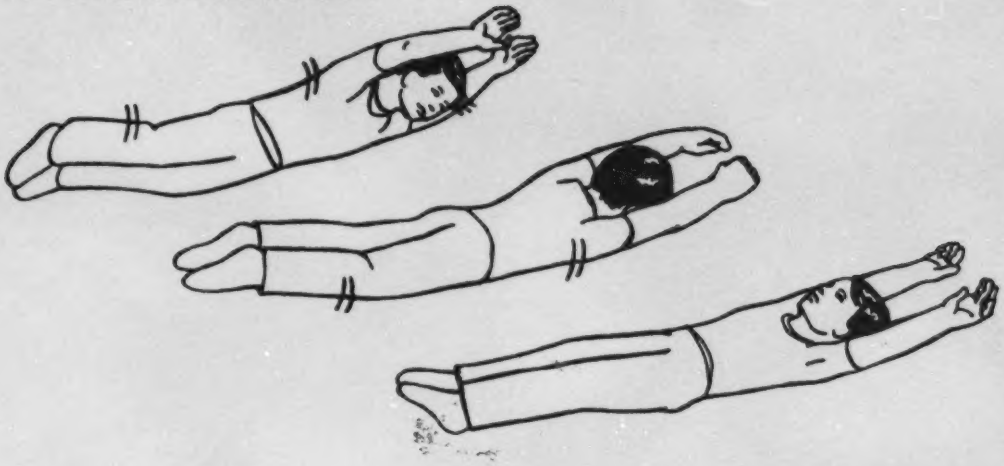
INTERMEDIATE LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Introduce rolling on a taped line, placed at shoulder level, on a mat. Encourage children to roll straight, sighting the line. ("Roll all the way across the mat. Keep the line under your shoulders.")
2. Encourage the children to roll across a series of mats, keeping eyes on a specific object held in the leader's hand. Vary the activity by first taping a line on the mats at shoulder-level, then hip-level, and emphasize keeping eyes on the object at the end of the line. ("Keep the line under your hips. Look at the box I'm holding. Keep looking at the ball and roll. Look and roll. Good rolling!")
3. Encourage children to roll down an inclined mat or grassy hill, emphasizing keeping the body straight. Encourage looking down a taped line, or at an object. Vary the activity by rolling up the incline. ("Watch where you're rolling. Look at the line. Keep it under your shoulders as you roll.")
4. Roll to music, using an incline, or mats laid end-to-end across the floor. ("Now, roll slowly. Roll quickly!")
5. Introduce rolling with eyes closed, directing the body toward a sound made by a drum, cymbal, etc. ("Keep eyes closed. Listen to where the sound is coming from. Roll toward the sound. Find the sound.")

ADVANCED LEVEL:

If the child rolls maturely, and

a. rolls on both flat and inclined surfaces
b. rotates body weight appropriately
c. maintains body alignment while rolling
d. visually orients body in space while rolling
e. rolls with arms stretched overhead



THEN -- The PERFORMANCE OBJECTIVE is to use and improve mature rolling techniques, utilizing advanced level life experience activities.

ADVANCED LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Introduce other objects which roll. Have the children imitate the objects (balls, tires). ("Let's roll like a ball. Make yourself small and roll. I'm a ball. What are you?")
2. Design opportunities to roll over or through objects (such as boxes, barrels) which are open at both ends. ("Let's roll over the pillow. Roll like this.")
3. Introduce rolling to music, on various textured surfaces. ("Roll slowly; now, faster; now slowly again. When you hear the music, roll. When the music stops roll the other way.")
4. Encourage children to develop a sequence of combined movements while moving through an obstacle course. ("Roll over and now, jump high. Now, hop.")
5. Introduce rolling over in a pool, from front to back float, or a somersault in water. ("Roll over in the water. Roll like this.")
6. Introduce forward rolling on a grassy slope. Emphasize tucking the head under and rolling onto the back, not neck. ("Roll down the hill. Make yourself into a ball and roll.")
7. Introduce various stunts and tumbling involving rolling. Emphasize safety, spatial awareness, visual orientation and timing. ("Can you roll like this? Let's roll, but be careful not to touch others. Watch where you're rolling.")

pushing

GOAL:

To develop and improve the ability to push an object while walking.

KEY WORDS:

Action: push, move, walk

Object: box, block, truck

Concept: hands, arms

LANGUAGE STIMULATION:

1. As children participate in an activity, reinforce the skill by saying the words "push (object)" each time a child performs the movement.
2. Sing a song like:

   "Push, Push, Push the Box."
3. Have parades or marches where children push objects as they walk. Encourage children to chant "push" instead of "1,2,3,4".
4. Have the children sit in a circle and push balls back and forth to each other saying, "I push" each time the ball is pushed. Encourage children to call out the name of the person to whom he is pushing the ball by saying, "I push to _____."
5. Play and sing circle games:

   "Push the ball to _____."

GAMES AND REINFORCEMENT ACTIVITIES:

1. Cageball Push
2. Push Broom Game
3. Balloon Push Game
4. Sandbox Play
5. Pushing a Box as a Group
6. Pushing Buttons on a Phone
7. Ringing a Doorbell
8. Sounding a Car Horn
9. Pushing Thumbtacks Into Corkboard
10. Pushing a Swing
11. Pushing a Grocery Cart
12. Flushing a Toilet
13. Stapling Papers
14. Typewriter Play
15. Shoveling Snow or Dirt
16. Mashing Potatoes

EQUIPMENT:

wheeled toys (wagons, doll carriages, scooterboards, trucks), boxes, tires, cageball, brooms, balloons, telephone, typewriter

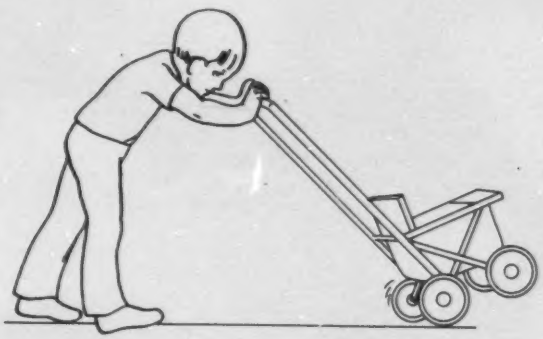
pushing

BEGINNING LEVEL:

If the child requires assistance to push:

a. physical assistance
b. continuous verbal prompting

THEN -- The **PERFORMANCE OBJECTIVE** is to develop the ability to push independently, utilizing beginning level life experience activities.



BEGINNING LEVEL LIFE EXPERIENCE ACTIVITIES:

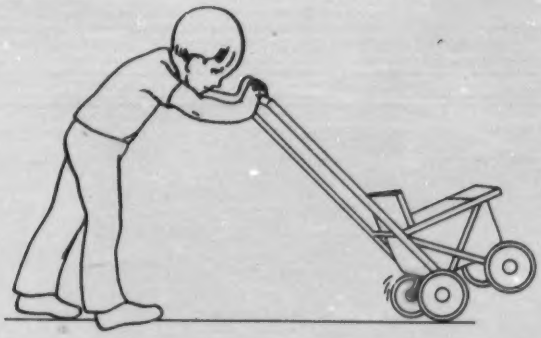
1. Review grasping and introduce movable toys and equipment. Encourage children to manipulate the objects on the floor while seated. Objects may include wheeled toys, cars, boats, tires, brooms, vacuum cleaners, chairs, balls. ("I push truck. I push box.")
2. Have children push an object away from the body from a standing or sitting position, to a tower of blocks to make them fall. ("I push hard. Blocks fall down. What happened?")
3. Push doors or drawers to close them or push a window up to open it. ("Push the window up. I open window. What did you do?")
4. Push a box or cart to a partner while seated. Slowly increase the resistance by adding weight to the box or cart. ("Let's push the box to John. I push.")
5. Encourage children to push feet into boots. ("Push your feet all the way into the boots. I push.")
6. Push seeds into the ground to plant them. ("Push the seed into the ground with your finger. I push.")
7. Push together legos or constructo cubes. ("Push the legos together like this. Good. I push.")
8. Push cookie cutters into clay or dough to make imprints. ("Hold the cookie cutter like this. Now, push your hand down. I made a cookie! Who made a cookie?")

pushing

INTERMEDIATE LEVEL:

If the child can push independently, but:

a. applies inadequate force to propel an object for any distance
b. displays difficulty in walking while pushing
c. displays difficulty maintaining direction while pushing



THEN -- The PERFORMANCE OBJECTIVE is to develop a mature pushing technique, utilizing intermediate level life experience activities.

INTERMEDIATE LEVEL LIFE EXPERIENCE ACTIVITIES:

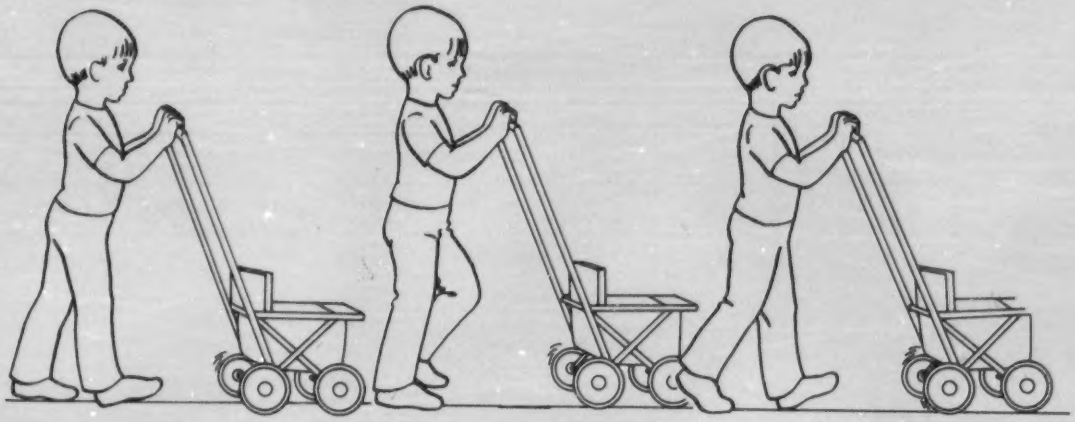
1. Push balls, wheeled toys, and other objects to a ramp. ("Push the truck up to the top. I'm pushing the truck. What are you doing?")
2. Push a small truck or cars on a track or road marked on the floor with chalk or tape. ("Look at the road. Now, push the truck. Stay on the road. Who's driving?")
3. Push objects on a straight, curved, circular, or zig-zagged path. ("Push the car around the circle.")
4. Have children push a partner seated on a scooter board, tricycle, or in a wagon. ("Mary, push John in the wagon. Who's pushing John?")
5. Push objects through an obstacle course. ("Push the truck under the rope. Good.")
6. Push furniture and other equipment to design a new learning center or play area. ("Push the chair over to the wall. Where's the chair?")

pushing

ADVANCED LEVEL:

If the child can push maturely, and:

a. applies adequate force to propel an object forward
b. walks with mature gait while pushing



THEN -- The PERFORMANCE OBJECTIVE is to improve pushing techniques, utilizing advanced level life experience activities.

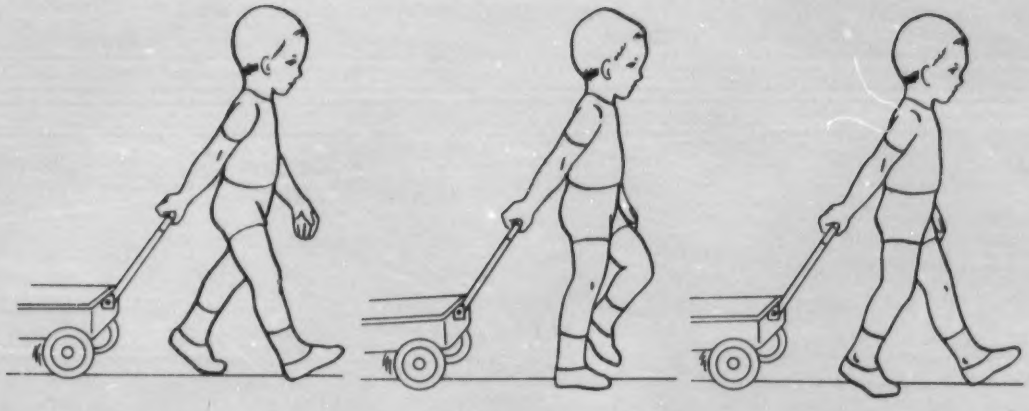
ADVANCED LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Push objects on a variety of surfaces such as grass, wood floor, or sidewalk. ("Let's push the truck in the sand. Where's the truck?")
2. Have children push boxes through the doorways. ("Push the box through the door. Turn the box.")
3. Push a wheelbarrel filled with sand. ("Hold onto the handles. Now push the wheelbarrel.")
4. Push objects at various speeds. ("Let's push the truck slowly. Quickly. I'm pushing slowly. Who's pushing slowly?")
5. Introduce games such as modified bowling and shuffleboard. ("Push the ball toward the pins. What happened?")

pulling

GOAL:

To develop and improve the ability to pull an object while walking.



KEY WORDS:

Action: pull, hold, walk

Object: rope, wagon

Concept: hands, arms

LANGUAGE STIMULATION:

1. As the children participate in an activity, reinforce the skill by saying the word "pull (object)" each time the movement is performed.
2. Compose and sing songs about pulling, such as: "Pull, pull, pull your truck."
3. Parade or march around the room, pulling objects while marching. Sing "I am marching" or "I am pulling."
4. Encourage the children to chant, "pull", in place of, "1,2,3,4," as they march.

GAMES AND REINFORCEMENT ACTIVITIES:

1. Tug-O-War
2. Sandbox Play
3. Parachute Play
4. String Painting
5. Making Taffy
6. Vegetable Printing
7. Fishing
8. Dress up Activities (pull up clothes)

EQUIPMENT:

pull toys, wagon, ropes, parachute, scooter boards

pulling

BEGINNING LEVEL:

If the child requires assistance to pull:

a. physical assistance
b. continuous verbal prompting

THEN -- The **PERFORMANCE OBJECTIVE** is to develop the ability to pull independently, utilizing beginning level life experience activities.

BEGINNING LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Review grasping. ("Pick up the rope and hold it.")
2. Encourage children to explore the environment and find objects to pull. ("What can we pull? What's that?") Provide various toys which the children can manipulate. ("Pick up the rope. Now pull the car. I pull. What do you do?")
3. Encourage play with talking toys. ("Pull this string. I hear music. What do you hear?")
4. Encourage the children to tear paper to make a collage. ("Hold the paper here. Let's tear paper. I tear paper. Who tears the paper?")
5. Introduce the children to pulling a rope to make a bell ring or to lift a weight. ("Pull hard on the rope. What happened?")
6. Have children pull on a door to open it. ("Hold the handle and pull. Who opened the door?")
7. Encourage children to pull Lego or Structo-blocks apart when building. ("Pull them apart. You can do it. I did it. Who did it?")
8. Encourage children to pull a seesaw down so they may climb onto it. ("Pull it down so you can get on.")
9. Introduce the game, "tug-o-war". ("Pull hard on the rope! Keep pulling! I'm pulling. Who's pulling the rope?")

pulling

INTERMEDIATE LEVEL:

If the child pulls independently, but:

a. demonstrates difficulty in holding onto object
b. demonstrates difficulty in pulling an object forward for any measurable distance while walking
c. pulls from a stationary position
d. displays difficulty maintaining balance while pulling

THEN -- The PERFORMANCE OBJECTIVE is to develop a mature pulling technique, utilizing intermediate level life experience activities.

INTERMEDIATE LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Encourage children to pull small toys across the room, or in an outdoor play area. Slowly increase resistance by adding weight to the wagon. ("Pull the wagon over to the tree. What did you do?")
2. Pull various toys up a ramp, emphasizing the word "up". ("Pull the wagon up the ramp. Where's the wagon?")
3. Pull furniture and other equipment around the room to set up a play area. ("Let's pull this desk over there. What should I do?" Child responds with "Pull desk.")
4. Pull another child around in a pool while on a raft. ("Pull the raft. Can you go faster?")
5. Introduce children to pulling an item through an obstacle course. ("Pull it around the cones. Keep looking.")

ADVANCED LEVEL:

If the child can pull an object maturely, and:

a. extends arm(s) appropriately
b. maintains firm grasp
c. walks with mature gait while pulling
d. pulls with adequate force to gain distance

THEN — The PERFORMANCE OBJECTIVE is to improve mature pulling techniques, utilizing advanced level life experience activities.

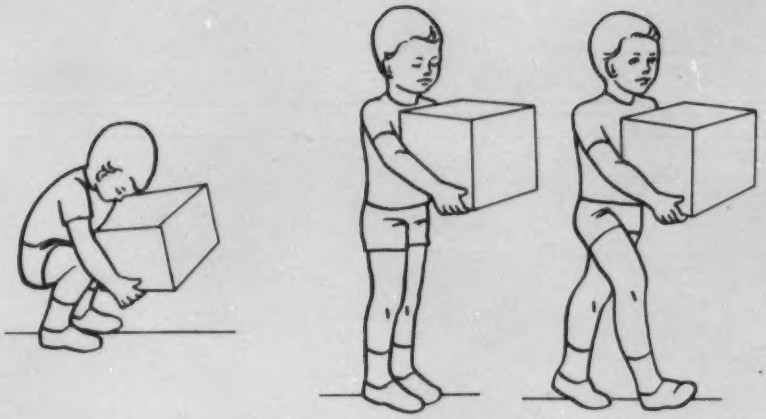
ADVANCED LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Pull wagons, string toys, etc., on a variety of surfaces, such as grass, sand, sidewalk. ("Pull the cart through the grass. Where's the wagon?")
2. Pull another child in a wagon or on a scooter board. ("Let's pull John across the room. Who's pulling John?")
3. Pull objects at various speeds. ("Let's pull the truck and walk slowly; quickly. I'm walking slowly. How are you walking?")
4. Pull a wagon or cart on different pathways or through an obstacle course. ("Pull the cart around in a circle.")
5. Have children experience pulling the body up an inclined mat or board using a rope. ("Hold on tightly! Pull with your arms!")
6. Introduce children to pulling their body up on a cargo net. ("Hold the net with your hands and pull up.")
7. Have children climb up a cargo net. ("Hold the net with two hands. Now pull up with your arms. Move your legs, too. I'm climbing. Who's climbing?")

lifting/carrying

GOAL:

To develop and improve the ability to lift and carry an object.



KEY WORDS:

Action: lift, pick up, carry, put down, hold

Object: box, block, parachute

Concept: up, down, hands, arm, fingers

LANGUAGE STIMULATION:

1. Introduce several objects that can be lifted by a group of children. Name the object and emphasize "pick up (object)" and "carry (object)."
2. Compose songs and sing with the children about what they are doing. ("Lift, lift, lift the box." "This is the way we lift the parachute.")
3. Play circle games (It's John's turn to lift." "Lift, lift, lift around the circle.")
4. Encourage children to lift "up" to the table or "down" to the floor. Have children repeat the words, "lift up" and "put down."

GAMES AND REINFORCEMENT ACTIVITIES:

1. Lift and Pass
2. Magic Ball
3. Parachute Games
4. Medicine Ball Play
5. Water Play With Buckets
6. Moving Game
7. Lifting Books Onto a Shelf
8. Carrying Out the Trash
9. Building a Snowman
10. Carrying Unbreakable Dishes To and From the Table
11. Carrying Small Bags of Groceries

EQUIPMENT:

wooden blocks, cardboard boxes of various sizes, books, buckets, parachute, 4 lb. medicine ball, rug tubes, nerf balls, playground balls, unbreakable dishes

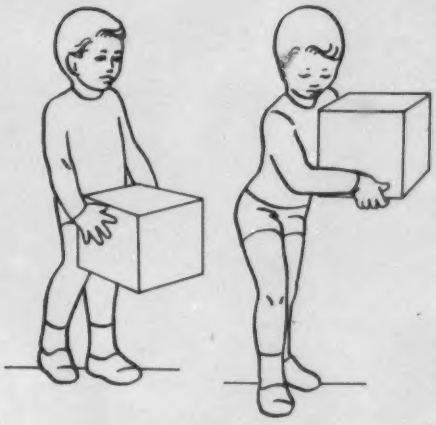
lifting/carrying

BEGINNING LEVEL:

If the child requires assistance to lift an object:

a. physical assistance
b. continuous verbal prompting

THEN -- The PERFORMANCE OBJECTIVE is to develop the ability to lift an object independently utilizing beginning level life experience activities.



BEGINNING LEVEL LIFE EXPERIENCE ACTIVITIES:

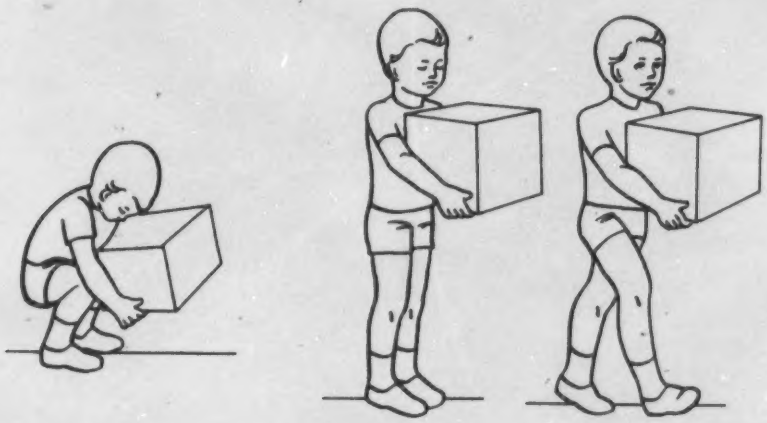
1. Review grasping. Provide children with objects to lift from a sitting position. Have children lift and move objects from one area to another. ("Pick up the block. I pick up. Put it here. I put.")
2. Introduce accepting an object. Play "Lift and Pass" and "Pass the Box." ("Here, take the box in your hands. Get ready. Tell me, I want the box.")
3. Have child lift an object and give it to another child. ("Pick up the box and give it to John.")
4. Review block-building activities. Have child build a tower or tunnel with small block or cardboard boxes. ("Pick up the block. Put the block on top of this one. I'm building. What are you doing?")
5. Collect objects found on a scavenger hunt and carry them in a paper bag. ("Find a rock and put it in your bag.")

INTERMEDIATE LEVEL:

If the child can lift an object independently, but:

a. demonstrates difficulty in maintaining firm grasp of the object (drops object)
b. demonstrates difficulty in maintaining balance while lifting an object
c. demonstrates difficulty while walking and carrying an object
d. gains little distance while carrying an object

THEN -- The PERFORMANCE OBJECTIVE is to develop a mature lifting and carrying technique utilizing intermediate level life experience activities.



INTERMEDIATE LEVEL LIFE EXPERIENCE ACTIVITIES:

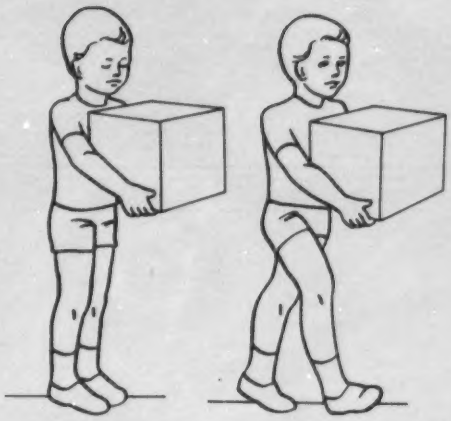
1. Practice lifting an object from a standing position, such as lifting books to be put away. ("Bend over and pick up the books. I'm picking up books. Who's picking up books?")
2. Introduce lifting several objects stacked atop each other during cleanup activities. ("Let's pick up the blocks and put them here. I clean up.")
3. Have the children lift pans or containers filled with water from a table during painting activities. ("Pick up the pan. Don't spill the water. Pick it up slowly. I didn't spill. Did you spill?")
4. Encourage children to put grocery items in a food basket while shopping at a supermarket. ("Pick up the loaf of bread and put it in the grocery cart.")
5. Encourage children to lift objects from the pool bottom during swimming. ("Reach down into the water and pick up the block.")
6. Encourage children to assist in hanging paintings and pictures on a wall. ("Pick up the picture from the floor and give it to me.")

lifting/carrying

ADVANCED LEVEL:

If the child can lift maturely, and:

a. maintains firm grasp on an object
b. maintains balance while lifting an object and walking
c. carries an object an appropriate distance



THEN -- The PERFORMANCE OBJECTIVE is to improve lifting and carrying techniques utilizing advanced level life experience activities.

ADVANCED LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Encourage children to lift and carry awkward objects, such as a chair or stack of carpet squares. ("Pick up the chair and take it over to the wall.")
2. Encourage children to pick up and carry books or blocks in one hand. ("Pick up these books. Carry them under this arm.")
3. Encourage children to work together as a team while lifting and carrying a long rolled-up rug. ("Let's pick up the rug together and walk across the room. Ready? 1,2,3, lift. I'm lifting. Who's lifting?")
4. Lift and carry an object while moving through an obstacle course. ("Pick up the ball and walk around the hoops.")
5. Play parachute games, encouraging children to raise their arms high to lift up a parachute. ("Let's lift the parachute up high. Raise your arms like this. We're lifting. What are we doing?")
6. Encourage children to carry their own lunch boxes and bags on field trips. ("Pick up your lunch. Carry it in your hand.")
7. Encourage children to make a snowman. Have them roll large balls of snow into place. ("Let's pick up the balls of snow and put one on top of another.")
8. Introduce children to carrying pets such as puppies or kittens. Show children how to place one hand under, and the other hand around, the pet. ("Hold the puppy like this. Put your hand here. Good! Who's holding the puppy?")

throwing

GOAL:

To develop and improve the ability to throw a ball with an overarm pattern.

KEY WORDS:

Action: throw, toss, catch, look

Object: ball, beanbag, hoop, stick

Concept: under, over, through, up, down, into, beside, to

LANGUAGE STIMULATION:

1. Talk with the children about the activity. ("Show me how you throw. What can you throw? What are you going to do? Are you throwing? Who's throwing the object?")
2. Compose and sing songs with the children about what they are doing. ("Throw, throw, throw the ball. This is the way we throw the ball.")
3. Throw the ball to each child and ask, "What should I do?" Children respond with "Throw the ball!"
4. While children throw yarn or nerf balls to each other, have them identify the child who will receive the ball. ("Who are you going to throw the ball to? Ask (child) if he/she is ready?")
5. Introduce concepts such as: over, under, through, high, beside. ("Throw the beanbag over the net like this. Throw the ball through the hoop like this. Throw it up high like this. Who wants to throw?") Encourage children to respond with "I want to throw".

GAMES AND REINFORCEMENT ACTIVITIES:

1. Ring Toss
2. Beanbag Throw
3. Pillow Fight
4. Clean Out the Toybox
5. Modified Newcombe Ball
6. Modified Call Ball
7. Throw and Run Softball
8. Target Throw
9. Throwing Sponges
10. Throwing Snowballs
11. Throw, Catch, Rebound
12. Basketball Throw
13. Throwing Races

EQUIPMENT:

balls, beanbags, newspaper balls, yarn balls, nerf balls, foam shapes, targets, milk cartons, cardboard blocks, bowling pins, hoops, tires, rebound net, masking tape, rhythm sticks

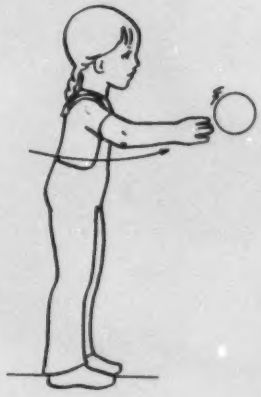
throwing

BEGINNING LEVEL:

If the child requires assistance to throw:

a. physical assistance
b. continuous verbal prompting

THEN -- The PERFORMANCE OBJECTIVE is to develop the ability to throw independently utilizing beginning level life experience activities.



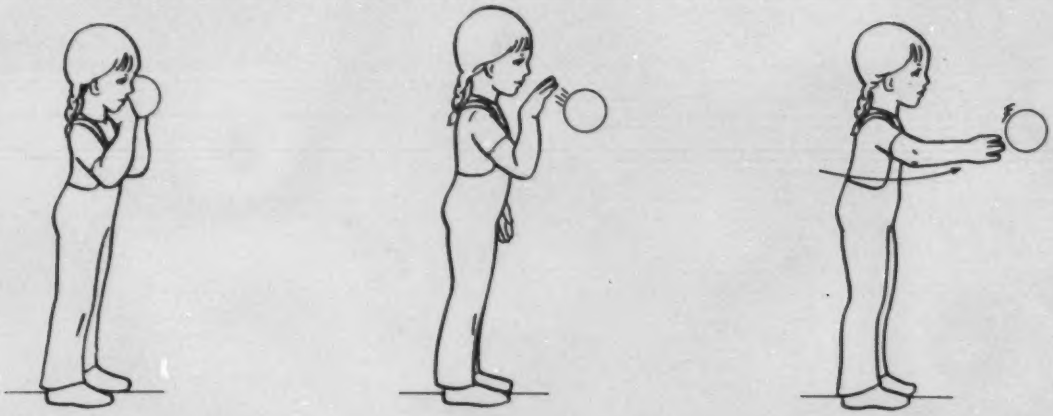
BEGINNING LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Review prerequisite skills of grasping and body awareness. ("Show me your hands. Hold the beanbag in your hand.")
2. Review rolling and pushing balls as a means of applying force. ("Roll the ball to me. Now roll the ball to the wall.")
3. Introduce different objects such as tennis balls, ping pong balls, erasers, etc. Encourage children to throw by drawing the object behind their ears. ("Hold the ball. Put it behind your ear. Now throw it like this. Good throwing! Who threw the ball?")
4. Practice throwing beanbags into tires and hoops lying on the floor. ("Let's throw the beanbag into the tires. I'm throwing. Who's throwing?")
5. Throw bathing suits into the laundry basket after swimming as part of cleanup activities. ("Throw your wet bathing suit into the basket.")

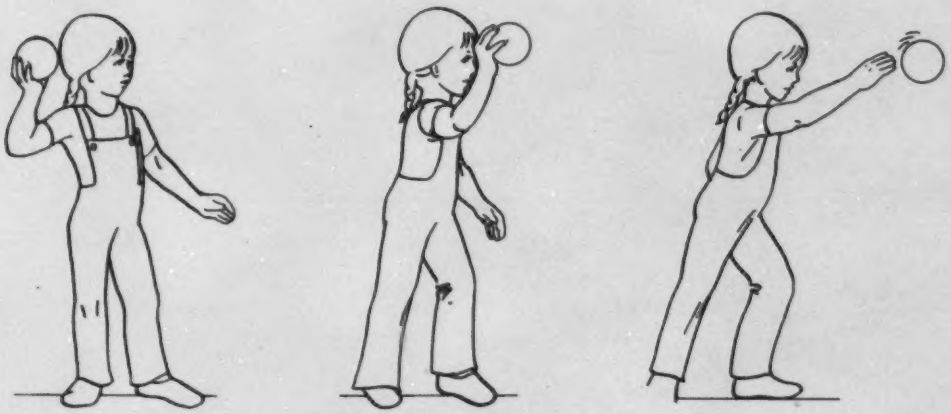
INTERMEDIATE LEVEL:

If the child throws the ball independently, but:

a. faces the target
b. uses a sidearm or two-handed motion to throw
c. throws the balls with inadequate force or drops the ball
d. looks at area other than the target



THEN-- The PERFORMANCE OBJECTIVE is to develop a mature throwing technique, utilizing intermediate life experience activities.



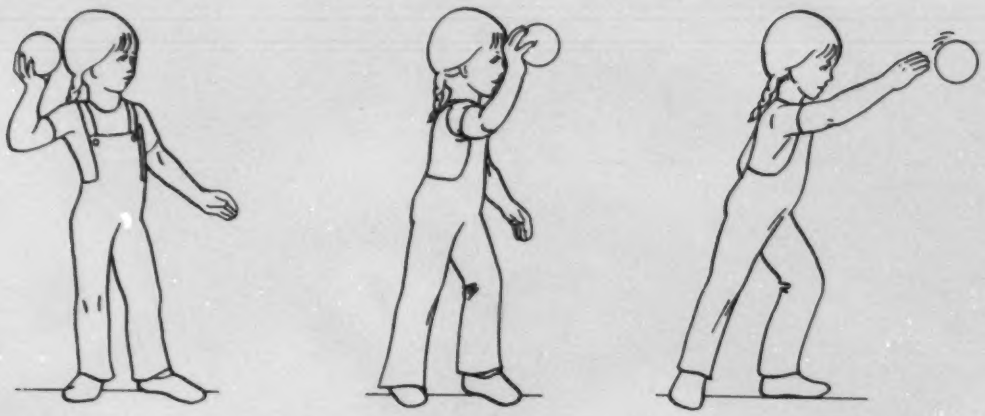
INTERMEDIATE LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Practice twisting and turning exercises. Practice throwing beanbags while twisting and turning upper torso. ("Twist your body and throw like this.")
2. Show children a rocking movement transferring weight from rear to front foot. Have children stand on balance disks to experience rocking motion or rock in time to music. ("Let's rock with the music like this. I'm rocking. Who's rocking?")
3. Introduce overhand throwing of various objects at bright-colored targets at different heights. ("Look at the box. Throw at the box like this.")
4. Throw objects through hoops or rings. ("Throw the ball through here. I'm throwing. Who's throwing?")
5. Introduce group activities encouraging children to throw the objects as far as possible. Encourage children to take turns. ("Throw the ball to the tree. Tell me, I want a turn. Who wants a turn?")
6. Throw soft objects up and over a net or rope. Encourage the child to look at the net, and throw high. ("Throw it up high. Up and over. Throw it over the net. Where's the object?")
7. Throw confetti at a parade. ("Throw the confetti up high, like this. Now clean it all up!")
8. Throw food to farm or zoo animals. Have children throw dried bread to fish or ducks and acorns to squirrels. ("Throw the bread into the water. Throw the bread over the fence to the animals. Who wants some bread to throw?")

ADVANCED LEVEL:

If the child throws a ball maturely, and:

a. stands sideways to the target
b. draws throwing arm behind ear
c. shifts weight from rear foot to front foot
d. swings the throwing arm forward
e. releases the ball with an outstretched arm
f. looks at the target
g. follows through toward the target

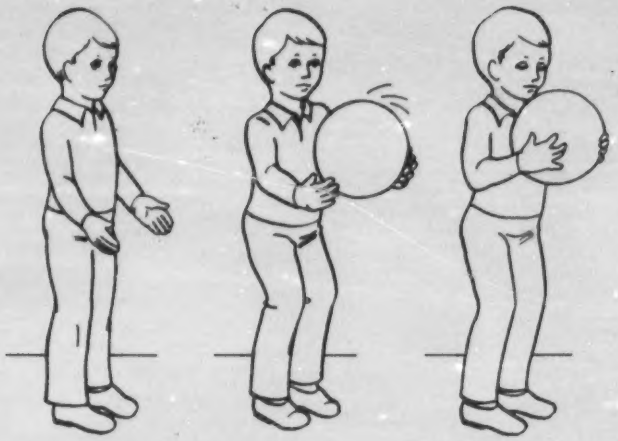


THEN -- The PERFORMANCE OBJECTIVE is to use and improve a mature throwing technique utilizing advanced level life experience activities.

ADVANCED LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Throw small objects at collapsible structures such as milk cartons or cardboard bricks. ("Throw the ball and knock down the bricks. What happened?")
2. Throw foam balls or shapes to friends in the pool. Adapt land games for pool use. ("Throw the ball to John. Who has the ball?")
3. Practice throwing colored corks or ping pong balls into color-coded floating hoops in the pool. ("Pick up the blue cork. Now throw it into the blue hoop. Where's the cork?")
4. Throw colored foam shapes at color-coded wall targets. ("Pick up the red ball. Now throw it at the red target.")
5. Throw objects so they rebound off the wall. Have the children clap hands and catch the ball after it bounces. ("Throw the ball at the wall, clap your hands and catch the ball.")
6. Introduce throwing games. ("Throw the beanbag and hop (jump, walk) over to get it.")
7. Encourage children to throw paper and trash into receptacles during cleanup activities. ("Pick up the trash and throw it away.")

catching



GOAL:

To develop and improve ability to catch a ball.

KEY WORDS:

Action: catch, hold, look, watch, see

Object: ball, beanbag

Concept: hands, fingers, eyes

LANGUAGE STIMULATION:

1. Sing songs about catching with children.

   "One, Two, Three, Four, Five, I Caught a Bee Alive."
   "Here is a Bee Hive."
   "Open, Shut Them."

   ("What do we use when we catch?" "Do we use our hands?")

2. Encourage children to act out catching an object while singing: "Catch a Falling Star."

3. Talk about things we can catch, and how we can catch. ("Do we catch with our hands? What can you catch? Balls? Grasshoppers? Beanbags?")

4. In a circle, practice throwing and catching. Encourage children to call out the name of the receiver "(name) catch!" Encourage the receiver to say "I catch" when receiving the ball.

5. Compose singing games about catching. ("Catch, catch, catch the ball. This is the way we catch the ball, etc.")

GAMES AND REINFORCEMENT ACTIVITIES:

1. Hot Potato
2. Monkey in the Middle
3. Catching Games
4. Modified Newcombe Ball
5. Call Ball
6. Catch the Cane
7. Scoop Catch
8. Throwing and Catching at a Wall or Rebound Net
9. Catching Balloons and Soap Bubbles

EQUIPMENT:

beachballs, balloons, scarfs, nerf balls, rolls of tape, bubbles, string, sticks, wands, plastic rings, beanbags, utility balls, hoops, scoops

catching

BEGINNING LEVEL:

If the child requires assistance to catch:

a. physical assistance
b. continuous verbal prompting

THEN -- The PERFORMANCE OBJECTIVE is to develop the ability to catch independently utilizing beginning level life experience activities.

BEGINNING LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Review grasping and have children reach to grasp various objects such as cubes and soft toys. ("Squeeze the ball. Clap your hands on the ball.")
2. While seated, have children trap a rolled ball between legs. ("Catch it with your legs and hands. I caught it. Who caught the ball?")
3. Introduce children to catching slow-moving objects from a seated position. For example, drop a scarf from above the child's head for child to catch. ("Look at the scarf as it falls. Catch it like this. Did you catch it?")
4. Roll a ball to a child who is seated. Have child catch it with hands. Encourage children to reach forward to catch while visually tracking an object, using a semi-inflated ball, or ball of soft material. ("Look at the ball. Move like this to catch the ball.")
5. Introduce play with slow-moving objects such as cars, or soft toys. ("Catch the truck. Move like this to catch the ball. Who caught it?")

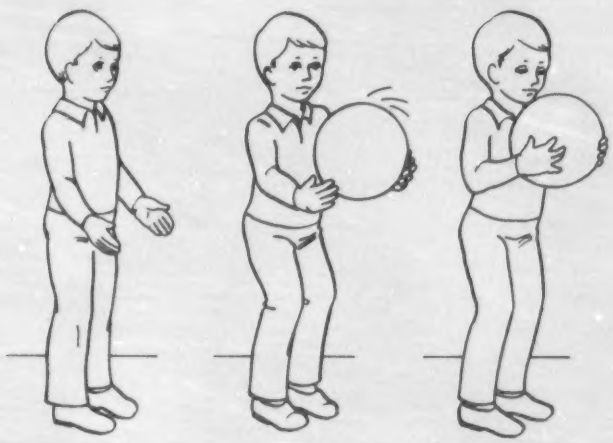
catching

INTERMEDIATE LEVEL:

If the child catches the ball independently, but:

a. holds arms and hands stiff, making no body adjustment to the ball
b. displays difficulty visually tracking the ball
c. allows the ball to fall into arms and hands
d. catches a rolled ball from a standing or seated position
e. catches a suspended ball

THEN -- The PERFORMANCE OBJECTIVE is to develop a mature catch utilizing intermediate level life experience activities.



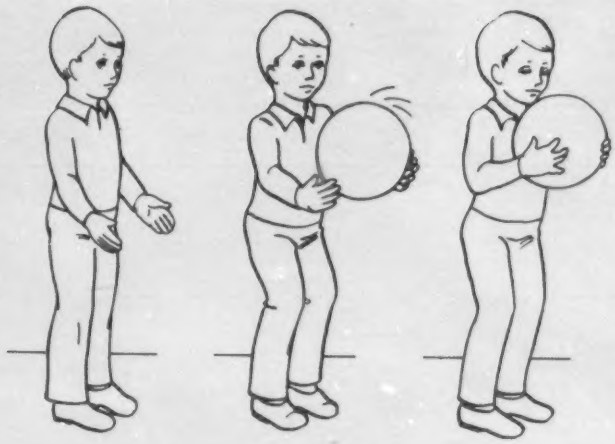
INTERMEDIATE LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Catch slow-moving objects such as a balloon. ("Look at the balloon. You catch it. Run and catch it. What did you do?")
2. Introduce chasing and catching bouncing objects of various sizes. ("Run after the ball. Move to catch the ball. Where's the ball?")
3. Catch various objects as they rebound from a wall. ("John, catch the ball. Look at the ball. John, do it.")
4. Introduce catching moving, suspended objects. ("Jane, catch the ball. Look at the ball.")
5. Practice dropping the ball; catch it after it bounces. ("I drop the ball. I catch the ball. You do it.")
6. Practice holding the ball above the head; drop it so it bounces; catch it on the rebound. ("Drop from here, like this. Now catch it in your hands.")
7. Practice bouncing a ball hard against the floor; catch as it bounces high. ("Bounce it hard. Now run and catch it.")
8. Practice tossing a stick from hand while visually tracking its movement. ("Throw the stick. Look at it. Where did it land?")
9. Introduce self-toss games with beanbags. ("Throw it up like this. Now catch it in your hands. I caught it.")
10. Explore chasing and catching leaves or bubbles. Encourage children to visually track the objects. ("Catch the leaf. Run after it. Look at it. Who caught the leaf?")

ADVANCED LEVEL:

If the child catches the ball maturely, and:

a. prepares arms and hands for catch
b. visually tracks the ball
c. keeps body in line with the ball
d. absorbs the force of receiving the ball
e. synchronizes the catch with the flight of the ball



THEN-- The PERFORMANCE OBJECTIVE is to use and improve mature catching techniques, utilizing advanced level life experience activities.

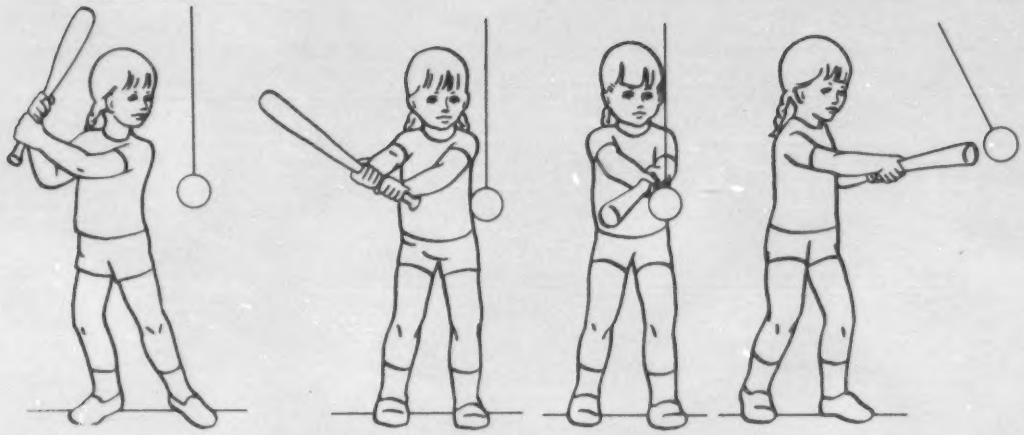
ADVANCED LEVEL:

1. Encourage the children to track an object and reach forward to catch and control the object. ("Use your hands. Catch like this.")
2. Introduce objects of different sizes and shapes. Have children catch and throw. ("Catch the beanbag. I'm going to catch. Who's going to catch? Who's going to throw?")
3. Have the children throw a ball up. Tell them to clap hands, turn around, or touch a designated body part, before catching it. ("Throw it up high. Clap (turn around, touch your ear) and catch it!")
4. Make up a game requiring the children to catch a ball on the rebound. ("Toss the ball up. Let it bounce once, and catch it.")
5. Have the children practice bouncing the ball high, and forward. Tell them to run after it, and catch it as it bounces. ("Bounce it. Now, run quickly, and try to catch it.")
6. Introduce a game requiring children to toss a ball with a partner, while walking around a circle. ("Throw it to Mark. Keep walking and try to catch it.")
7. Introduce throwing a hoop, a stick, or a wand up and catching it before it hits the ground. ("Throw it up high. Catch it, quick! What happened?")
8. Introduce a game requiring children to toss a ball up, jump high and catch it. ("Throw it up high. Jump, and catch it. Good try.")

striking

GOAL:

To develop and improve the ability to strike an object with sidearm movement.



KEY WORDS:

Action: hit, strike, swing, look, slap, hold

Object: bat, ball, paddle

Concept: hand, arm, side, shoulder

LANGUAGE STIMULATION:

1. Name and talk about body parts the children are using to strike, and encourage imitation. Ask, "What do we use when we hit the ball?"
2. Compose songs describing the various actions:

   "This is the way we hit the ball"
   "This is the way we swing our arms"
3. Call out one of several objects for the children to hit and ask, "Who hit the (object)?"
4. Count the number of times one child strikes the ball--"1,2,3,4." Encourage the other children to count with you.

GAMES AND REINFORCEMENT ACTIVITIES:

1. Circle Strike Ball
2. Suspended Ball
3. Modified Tether ball
4. Balloon Volleyball
5. Follow-the-String-Golf
6. Push Ball Relay
7. Scooter Bat-Ball
8. Nylon Stocking Rackets
9. Putt It
10. Hit and Run Dodgeball
11. Bat Ball
12. Floor Hockey
13. Red and Blue City

EQUIPMENT:

balloons, ball of string, paddles, wide bats, nerf balls, badminton rackets, rug squares, carpet rolls, batting tees, traffic cones, beanbags

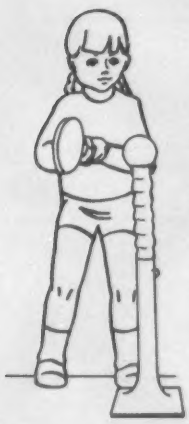
striking

BEGINNING LEVEL:

If the child requires assistance to strike:

a. physical assistance
b. continuous verbal prompting

THEN -- The PERFORMANCE OBJECTIVE is to develop the ability to strike an object independently, utilizing beginning life experience activities.



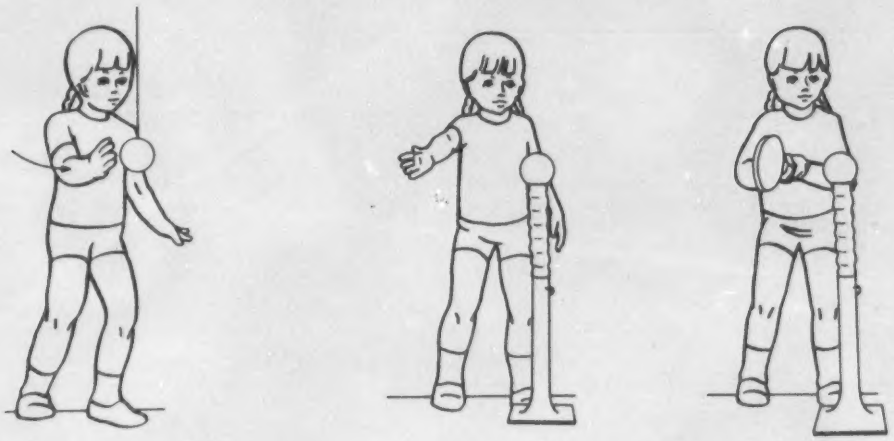
BEGINNING LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Introduce children to striking a stationary object on the floor with a body part. Encourage children to use various body parts. ("I hit the (object) with my hand; foot; toe; you try it. Who hit the object?")
2. Design a short obstacle course through which the children can hit an object through with their hand. Use a semi-inflated beach ball, or newspaper ball. ("Hit the ball around the corner; now hit it between the cones. I hit the ball. Who hit the ball?")
3. Introduce hitting an object such as a beanbag to a partner. Have children sit facing one another, and encourage them to hit the object to their partner. Place a beanbag on a table and encourage the children to hit it off the table with a sweeping arm movement. ("Hit the beanbag to Jimmy. Swing your arm to hit it like this.")
4. Introduce striking stationary suspended objects with an open hand or with a lightweight implement, such as a paddle. Suspend semi-inflated balls, fleece balls, etc. Use footprints to position children correctly with shoulders toward target. ("Hit the ball like this. Hold onto the paddle. I hit. What did you do?")
5. Introduce hitting a ball from a support, such as a batting tee. ("Look at the ball. Now, hit it with your hand.")
6. Encourage children to hit an object such as a balloon, and run after it. Vary the activity by introducing a race. ("Hit the balloon. Now, chase it. Hit it again.")

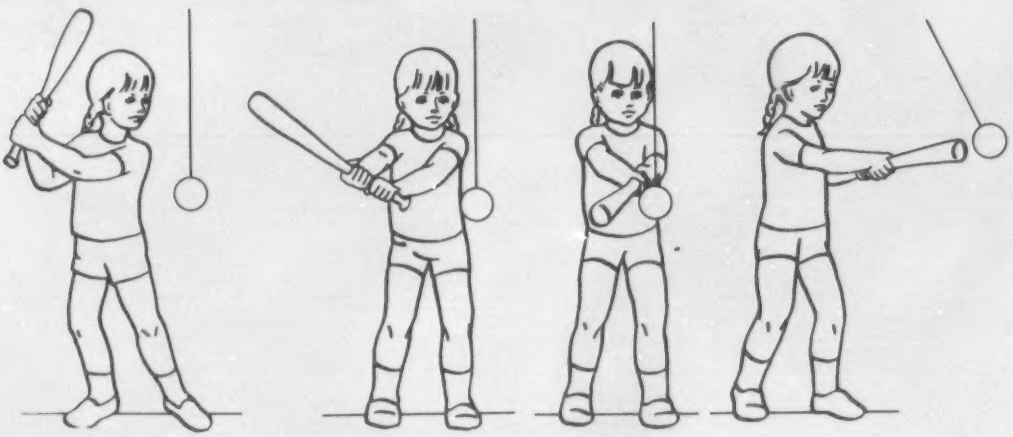
INTERMEDIATE LEVEL:

If the child can strike independently, but:

a. stands facing the object with no sideward orientation
b. displays difficulty in rotating the body to contact the object
c. uses an overhand motion to strike
d. demonstrates difficulty in swinging the arm through a wide arc
e. looks at areas other than the object



THEN -- The PERFORMANCE OBJECTIVE is to develop mature striking techniques, utilizing intermediate level life experience activities.



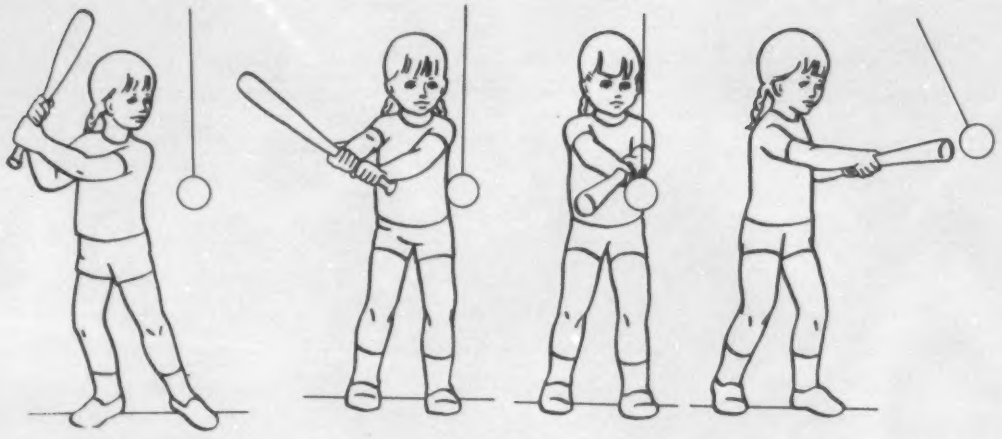
INTERMEDIATE LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Encourage the children to hit an object supported on a batting tee, introducing various implements for striking, such as plastic bats, wands, tubes. Emphasize rotating the body to contact the object. Vary the activity by introducing larger or smaller balls. ("Stand like this, now, turn and swing. I'm hitting the ball. Who's hitting the ball?")
2. Practice twisting and turning exercises. Allow children to experience upper torso rotation. Attach brightly-colored streamers to wrist to involve arms in striking pattern. ("Swing your arms. Make the streamers float. Like this.")
3. Encourage children to use sidearm movements while hitting sponge balls or balloons floating in the pool. ("Hit like this. Swing your arm back, and hit!")
4. Introduce hitting a ball or balloon with hands, table tennis paddles or other implements. Vary the activity by hitting to a partner or target, such as a box. ("Hit it to Jimmy. Hit with the paddle. Who has the ball?")
5. Introduce striking a swinging suspended ball. Encourage children to look at the ball. Vary the activity by having the children participate as a group, hitting the swinging ball to each other. Vary the height of the object (modified tether ball). ("Hit the ball. Make it swing. Hit the ball to Susan.")

ADVANCED LEVEL:

If the child strikes maturely, and:

a. assumes a sideward stance
b. rotates the body to contact the object
c. uses a sidearm motion to strike
d. swings arm through a wide arc
e. looks at object

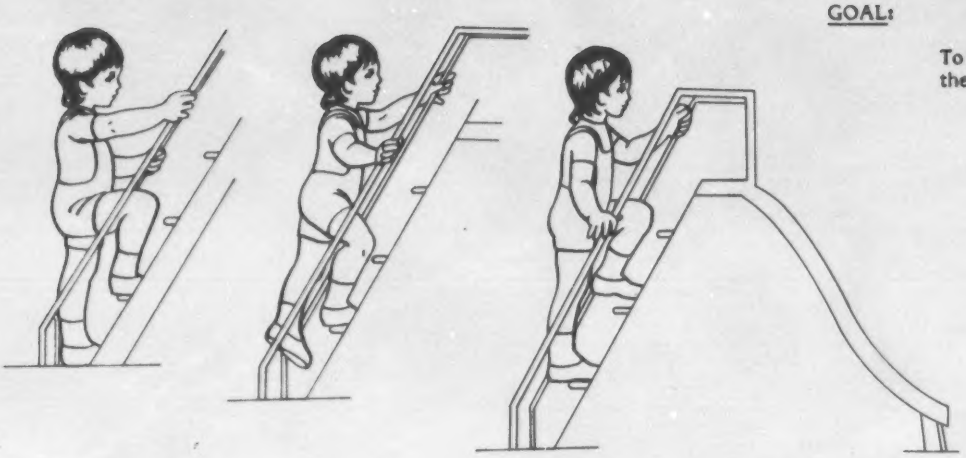


THEN -- The PERFORMANCE OBJECTIVE is to use and improve mature striking techniques, utilizing advanced level life experience activities.

ADVANCED LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Introduce stiking a bounced ball with a fist or open hand. ("I'll bounce the ball to you. Hit it back to me. I hit it. What did you do?")
2. Introduce dropping a large ball, hitting it against the wall after it bounces. Keep the ball rebounding by continuous striking. Vary the activity by using smaller balls, or by using rackets. ("Keep hitting it. Hit with your hand.")
3. Introduce "Batball". Players are in pairs, each pair with a large ball. Players hit the ball back and forth over a line to each other on a bounce. ("Hit it to Chris. Now, Chris, hit it. Good!")
4. Introduce striking slow-moving objects of soft material, such as a nerf or cloth ball. Gradually decrease the size of the balls. ("Look at the ball. Swing and hit. Who hit the ball?")
5. Introduce striking a variety of airborne balls (fleece balls, tennis balls, six inch playground balls, etc.) with a plastic bat. ("Look at the ball. Swing the bat. Good try! Where's the ball?")
6. Introduce games requiring striking: "Tap and Hit", "Balloon Volleyball" (in pool), "Balloon Soccer".

climbing



GOAL:

To develop and improve the ability to climb.

KEY WORDS:

Action: climb, hold, step, bend

Object: step, ladder, hand, foot, rung, knee

Concept: up, down, over

LANGUAGE STIMULATION:

1. Name each action and label the body parts the children are using in learning to climb. Encourage children to imitate verbal directions or words.

   "I'm climbing up. Now, I'm climbing down."

2. Sing songs or rhymes about climbing.

   "Eeensey Weensey Spider."
   "Jack and Jill Climbed Up the Hill."

3. While participating in activities, compose songs describing the climbing movements.

   "We are climbing up the stairs."
   "We are climbing up the hill."
   "We are climbing up the ladder."
   "We are climbing over the box."

4. Cut out pictures of people climbing, such as firemen. Imitate discussions about the pictures with the children.

   "A fireman climbs. Who climbs? Let's climb like a fireman. He uses his hands and feet."

5. On the playground, identify all the equipment which can be used for climbing.

   "Who can climb on this? Are you climbing? This is a jungle gym. What's this?"

GAMES AND REINFORCEMENT ACTIVITIES:

1. Climbing Playground Equipment
2. Climbing Hills, Paths
3. Climbing Over Snowbanks
4. Obstacle Courses
5. Climbing Ropes/Frames
6. Jungle Gym Tag
7. Do As I Do
8. Climbing Races

EQUIPMENT:

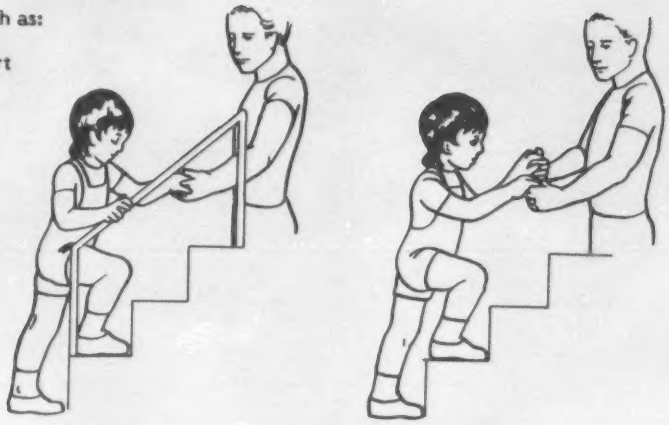
climbing steps, sliding board, monkey bars, ropes, ladders, packing crates and boxes

climbing

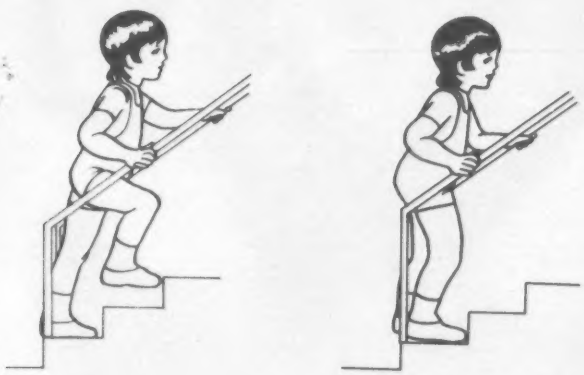
BEGINNING LEVEL:

If the child requires assistance to climb, such as:

a. physical assistance and/or support
b. continuous verbal prompting



THEN -- The PERFORMANCE OBJECTIVE is to develop the ability to climb independently, utilizing beginning level life experience activities.



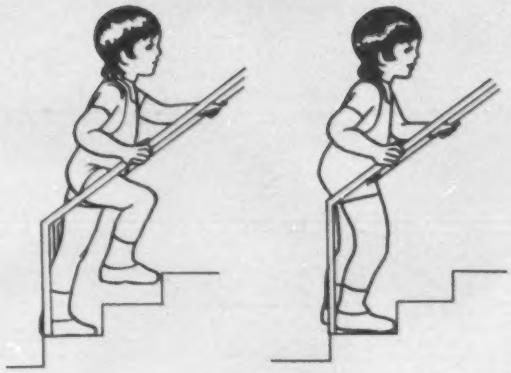
BEGINNING LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Review grasping and balance. Introduce children to climbing up one step or over low objects such as rocks, while being supported. ("Hold onto the bar. Stand on one foot like this. Step up to here.")
2. Place a ladder on the floor. Encourage the children to step between the rungs, holding on for support as needed. ("Step here. Good! Step in the space.")
3. Introduce moving up or down on an incline board, pulling up with arms and hands. ("Crawl up the board. Pull with your hands and arms.")
4. Design an obstacle course made of several sturdy wood boxes spaced one foot apart. Encourage the children to repeat stepping up onto the boxes and down from the boxes, etc. Begin with assistance and gradually withdraw support. ("Climb up to the box. Climb down. Who's up? Who's down?")
5. Encourage children to climb up and down steps while holding onto suspended rope or railing. Gradually withdraw support. Encourage climbing a few steps at a time until confidence is gained. ("I climb up. I climb down. Who climbs up?")
6. Encourage children to utilize climbing while exploring the outdoors. ("Let's climb over this log. Let's climb the hill.")
7. Introduce children to climbing up the steps of a bus, van, or car to go on field trips. Encourage the children to hold onto handrails. ("Climb into the car. Climb up the steps to the bus. Where are we going?")

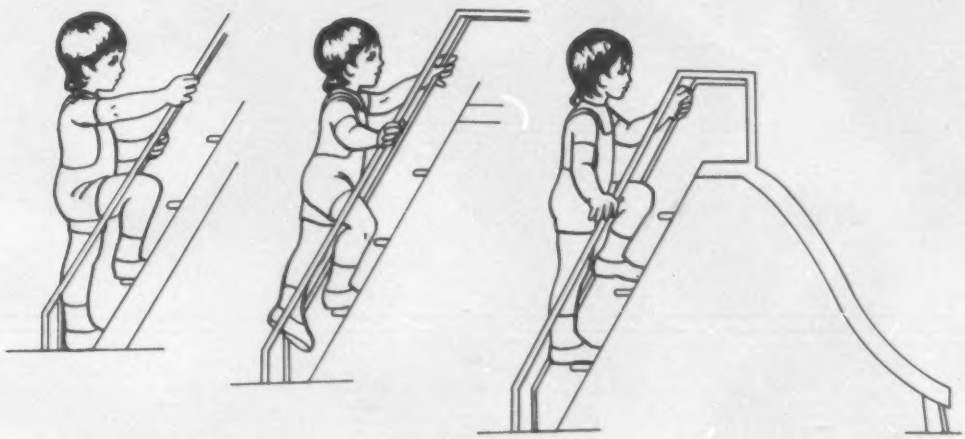
INTERMEDIATE LEVEL:

If the child climbs independently, but:

a. displays difficulty in maintaining balance
b. employs uncoordinated foot and hand movements
c. places two feet on each step
d. climbs only low steps



THEN -- The PERFORMANCE OBJECTIVE is to develop mature climbing techniques, utilizing intermediate level life experience activities.



INTERMEDIATE LEVEL LIFE EXPERIENCE ACTIVITIES:

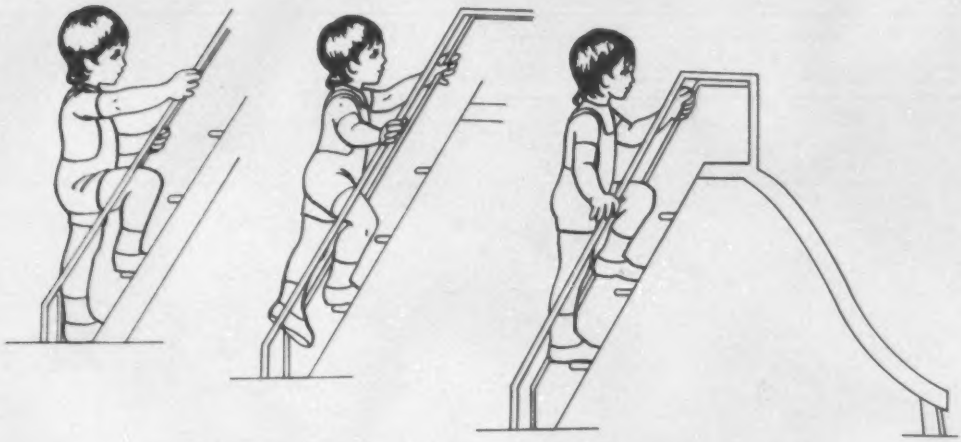
1. Encourage the children to ascend steps, alternating feet while being supported. Guide the child's feet until one foot is placed on each step. Gradually withdraw support. ("This foot goes up. Now, put the other foot up. We're going up. Where are we going?")
2. Have children climb up and down platforms and steps of various heights and widths. ("Climb up and down. Who's climbing up?")
3. Have children explore different ways of climbing over and through equipment. ("I'm climbing over. What are you doing?")
4. Introduce climbing on various soft inclines: grassy hills, stacked mattresses, or tumbling mats. Stack mats at varying heights to assist in developing balance, and overcoming fear of heights. ("Climb up here to me. Can you stand up here? Keep climbing!")
5. Encourage the children to ascend the first step of a ladder and then step down. Encourage the children to ascend the first and second rung. Add a rung each time the child attempts to climb. Place a toy near the middle so the children will be motivated to climb. ("Climb up here. Get the ball. Where's the ball?")
6. Encourage correct hand and foot placement on color coding climbing equipment. Place colored markers on ladder to show hand and foot placement. Tape corresponding colors to child's hands and feet to assist in correct placement. ("Put your "blue" hand here. Now, put your "red" foot on the red mark.")
7. Introduce more difficult climbing equipment such as monkey bars and other playground equipment. ("Climb to the top. Put your hands here. Hold on. Where's (child's name)?")

climbing

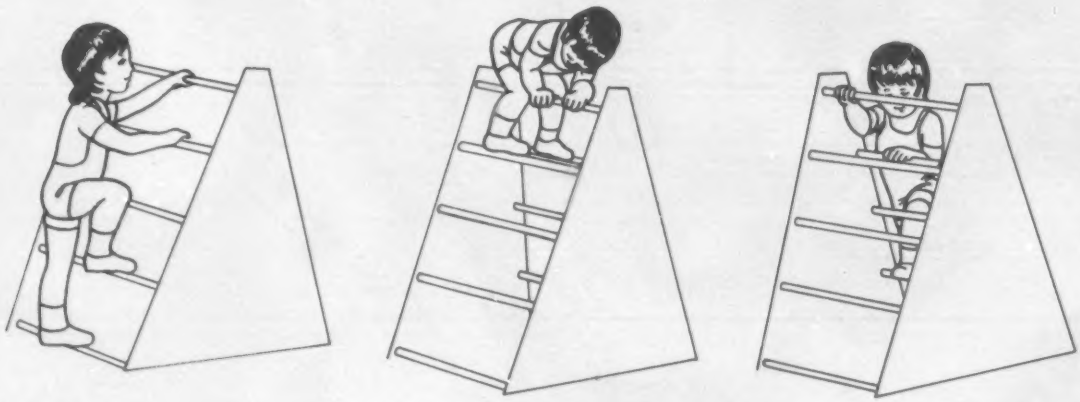
ADVANCED LEVEL:

If the child climbs maturely, and:

a. maintains balance and body alignment during ascent and descent
b. alternates feet and hands while climbing
c. climbs steps of average height
d. climbs ladder to small sliding board



THEN -- The PERFORMANCE OBJECTIVE is to use and improve mature climbing techniques, utilizing advanced level life experience activities.



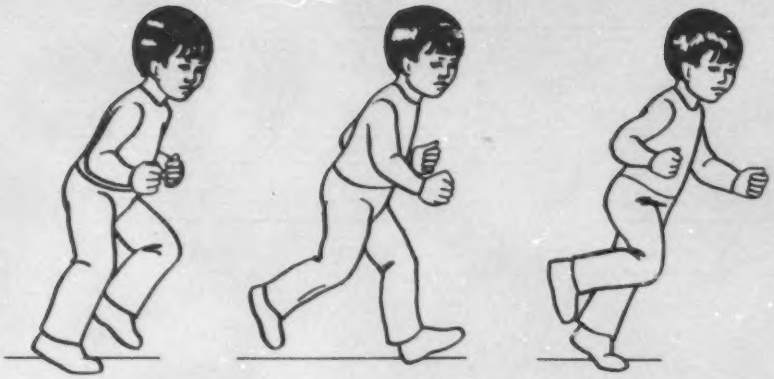
ADVANCED LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Introduce a climbing obstacle course requiring balance, movement at various levels and change of direction. ("Move like this. Use your hands.")
2. Have children climb up to a platform or bridge and jump down onto a mat or pile of leaves. ("Climb up here. Put your foot on the rung. Jump. I'm jumping. Who's jumping?")
3. Introduce climbing on a rope, ladder or rungs to reach a treehouse or platform. ("Keep climbing. Climb up to the treehouse.")
4. Using a step ladder, have children climb up to hang a picture, water plants, or reach books or toys. ("Climb up and water the plant. Reach up for the book.")
5. Help the children design and construct climbing apparatus, which requires climbing over, across, up, down, and through. Use available equipment such as boxes, tires, cylinders, ladders, and jungle gyms. ("Show me how to climb on this. That's really good!")

running

GOAL:

To develop and improve the ability to run.



KEY WORDS:

Action: run, swing

Object: arms, feet

Concept: fast, slow, forward, backward

LANGUAGE STIMULATION:

1. Look at and talk about pictures of people running. ("What's the boy doing? He's running fast. How do you know? Look at his arms. Show me how he moves his arms.")
2. Compose and sing songs about running during the activities:

   "We are running to the playground. We can run fast, we can run slow."
3. Encourage the children to talk about the activities. ("What do you think we're going to do? Looks like a race! What do we do when we race? Do we run?")
4. Talk about animals that run. Look at pictures and talk about how animals run. Let children imitate various animals running. ("What animals run? Show me how a (animal) runs. Show me how people run.")

GAMES AND REINFORCEMENT ACTIVITIES:

1. Sprinkler Play
2. Do As I Do
3. Parachute Play
4. Catching Bubbles
5. Train Stations
6. Rig-A-Jig-Jig
7. Follow the Snake
8. Duck-Duck Goose
9. Drop the Flag
10. Giants and Dragons
11. Rolling Down the Tube
12. Fish Net
13. Catching Fish

EQUIPMENT:

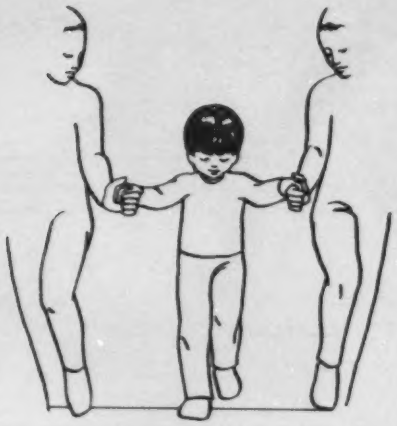
ramps, tables, tape, cones, cushions, balls, parachute, balloons, records, record player, ropes, sprinkler

running

BEGINNING LEVEL:

If the child requires assistance to run, such as:

a. physical assistance and/or support
b. continuous verbal prompting



THEN — The PERFORMANCE OBJECTIVE is to develop the ability to run independently, utilizing beginning level life experience activities.

BEGINNING LEVEL LIFE EXPERIENCE ACTIVITIES:

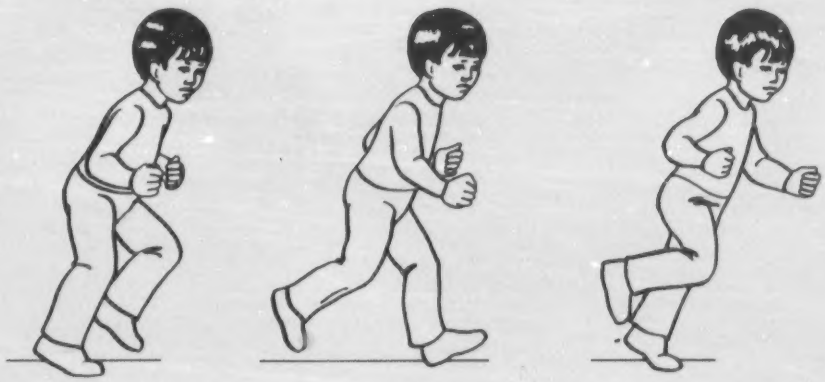
1. Review walking and balance, and introduce children to running while holding hands of two adults. Have children run while holding one end of a scarf or short rope while adult holds other end. Have children run while holding the hand of one adult. ("Run like this. Hold onto the rope while you run.")
2. Have children run while holding on to the edge of a parachute or merry-go-round. ("Put your hands here. Run with the merry-go-round. Run with me. We are running. What are we doing?")
3. Have children run from one subject to another along a path. Increase the distance between objects. ("Run to the table. Run around the sand box. I run. Who runs?")
4. Encourage children to run greater distances to retrieve or chase an object such as a ball, balloon, butterfly or leaves. ("Get the ball. Run. Pick it up. Who has the ball?")
5. Introduce opportunities for small and large group running activities such as running and pushing a cage ball, or running while holding a friend's hand. ("Push the ball and run. Run with Matthew.")
6. Encourage the children to participate in simple chase games. ("I tag Sally. Run. Let's tag Sally. I got her. Who got Sally?")

INTERMEDIATE LEVEL:

If the child runs independently, but:

a. carries arms above head or too low, or crosses them over body, while running
b. throws legs out to the side
c. runs flat-footed
d. runs with toes pointed in or out
e. gains little distance, cannot make turns
f. falls while running
g. collides with objects or other children while running

THEN -- The PERFORMANCE OBJECTIVE is to develop a mature running pattern, utilizing intermediate level life experience activities.



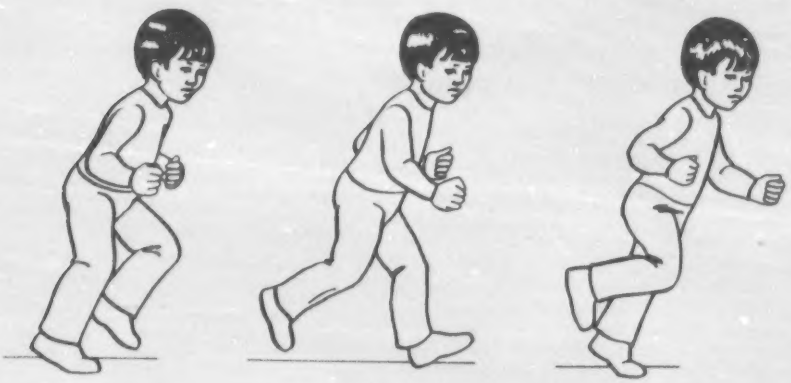
INTERMEDIATE LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Encourage the children to assume a correct body position while running--leaning forward from ankles. Emphasize correct body position as children run to catch falling leaves, bubbles, etc. ("Reach high for that bubble. Run! Pop bubbles. Who pops bubbles?")
2. Introduce running to music, slowing pace or quickening pace appropriately with music or drum beat. ("Listen. The music is faster now. I run fast. It's slower now. I run slowly.")
3. Encourage children to track visually while moving on paths or on patterns, such as taped circles, or squares. ("Put your foot here. Run on the line.")
4. Encourage children to make their toes point forward, while running along lines or pathways, or an obstacle course. ("Stay next to the lines when you run. Point your foot forward, like this. Let's run.")
5. Encourage activities to emphasize keeping knees and legs in proper alignment. ("Keep your knees high. Slap your legs as you run.")
6. Have the children run while swinging streamers attached to their wrists, so that their arms become involved in their running pattern. ("Swing your arms. Watch your scarves float. I run!")
7. Introduce running and stopping on a signal, such as a whistle. On the signal, encourage children to stop as quickly as possible, and when the signal is given again, to start running again. ("Stop when you hear this." (blow whistle) "What will you do when I whistle?")
8. Introduce children to running up and down hills or ramps. Provide alternate spaces in which to run. ("Run like this. I run down the hill. I run up the hill. Who runs up? Who runs down?")

ADVANCED LEVEL:

If the child runs maturely, and:

a. leans forward using whole body
b. displays an arm swing in opposition to the feet
c. has appropriate body alignment, head in line with body
d. points toes straight ahead, pushing off with the back foot
e. brings legs straight forward, flexes knee and hip with extension backwards
f. maintains balance while running
g. avoids collisions with objects and other children



THEN -- The PERFORMANCE OBJECTIVE is to use and improve mature running techniques, utilizing advanced level life experience activities.

ADVANCED LEVEL LIFE EXPERIENCE ACTIVITIES:

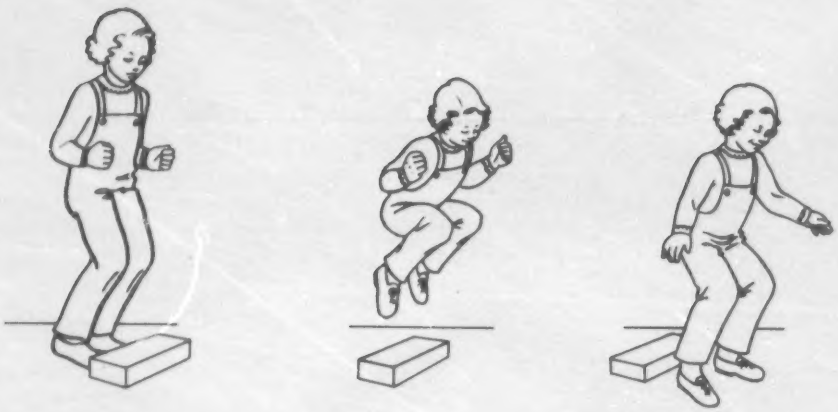
1. Introduce an obstacle course which requires stopping, changes in direction and various locomotor skills. ("Run on the path. You've got to turn here. Now, crawl through the tunnel.")
2. Play "Run and Kick". Have children run and kick a ball across the playground, or play "Modified Soccer." ("Run and kick the ball. Run after it. I kick! I run!")
3. Introduce a game where children must run at varying speeds and/or in various directions. Color-code areas, or call out designated areas to run to. Vary the activity by using traffic signs - green/go (run), red/stop, yellow/slow. Emphasize spatial awareness and safety. "Collisions" may mean a "traffic ticket" or some other reminder about safety. ("Run until you see a new signal. It's red now. Raise your hand if you haven't bumped anyone yet. Let's all use our eyes and ears, careful not to bump.")

4. Introduce "Freeze Tag," encouraging safety in tagging and running. ("Try to tag Bobby. Just touch when you tag, don't push. Run and tag him. Whom did you tag?")
5. Introduce the "Shape Dance". Tape shapes on the floor, and have each child choose a shape to stand in. Have children listen and follow verbal directions with musical accompaniment. ("Run around your shape on the lines. Walk sideways along the lines of the shape. Sit in the shape. Hop around the shape.")
6. Introduce a game in which movements are cued to musical instruments. Introduce the sound accompanied by the corresponding movement; the sound of a tamborine requires the children to run, a drum sound requires children to walk. Review these several times. ("Listen to the drum beat. What do we do? That's right, Tom, walk.")
7. Introduce games that incorporate running with other skills, such as "Long Base", "Hide and Seek", "Throw and Run Softball". ("Throw the ball as far as you can. Now, run to the base. Good running!")
8. Introduce running with a cross-over step, lateral movement and backward movement as seen in modern and classical dance. ("Run to the tree and back like this. I run backwards.")
9. Encourage running on a path or track for distance and endurance. Take "breaks" to rest, and do quiet activities while resting, such as counting, or listening for sounds of nature. ("Run with me. Let's keep running until we get to that big tree. Then we'll rest.")
10. Have children run and push a merry-go-round. Encourage children to hold onto the edges of the merry-go-round. ("Hold on like this. Let's run and push the merry-go-round. Make it go fast. Whee!")

jumping

GOAL:

To develop and improve the ability to jump.



KEY WORDS:

Action: jump, bend, land

Object: feet, arms, knees, ankles

Concept: over, up, down, high

LANGUAGE STIMULATION:

1. Initiate discussion about jumping, clearly emphasizing key words. ("Show me a picture of an animal that jumps. What animal jumps? How do we jump? Do we use our feet to jump?")
2. Encourage children to talk about and imitate animals that jump. ("Show me how a frog jumps. Good! What animal are you?")
3. Compose jumping- related songs and games:

"Jump in the Circle"
"Jack Be Nimble"
"Jump and Clap"
"Jack in the Box"

GAMES AND REINFORCEMENT ACTIVITIES:

1. Stop & Go
2. Jump Box Activities
3. Pop! Goes the Weasel!
4. Animal Tracks
5. Train Stations
6. Jump, Rabbit, Jump
7. Toss-Jump-Pick
8. Ladder Play
9. Jumping Races
10. Hoop Jump or Hop
11. Jumping In and Out of Tires or Hoops
12. Jump the Shot
13. Jumping Rope

EQUIPMENT:

jumping board, trampoline, air mattress, innertube, jumping rope, tires, chairs, hoops, cardboard blocks, steps, sturdy boxes or crates

jumping

BEGINNING LEVEL:

If the child requires assistance to jump:

a. physical assistance and/or support
b. continuous verbal prompting

THEN -- The PERFORMANCE OBJECTIVE is to develop the ability to jump independently, utilizing beginning level life experience activities.

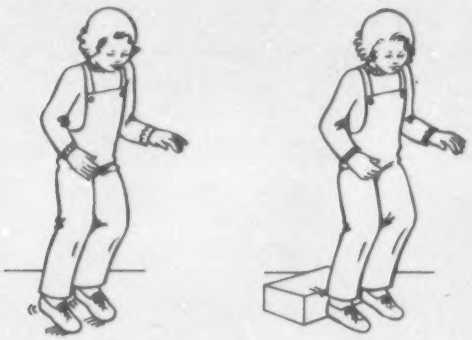
BEGINNING LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Review balance and stepping down from an object. Introduce jumping down from a stool or step. Emphasize landing with bent knees and toes touching floor first. ("Jump down to the floor. Bend your knees like this. Watch me. I jump.")
2. Encourage children to use their arms to assist in jumping. Attach streamers to wrists, and have children jump, swinging the streamers so that arms become involved in jumping pattern. ("Jump and swing your arms up. Look at your streamers float.")
3. Introduce jumping and landing in place on soft surfaces, such as mattresses or tumbling mats. If necessary, assistant may hold the child's hands, gradually withdrawing support. ("Hold my hands and jump with me. I jump! I jump! I jump! Who's jumping?")
4. Introduce jumping into and out of a taped circle, or shapes. Encourage the children to jump over the taped line, into the circle; using activity records, or music appropriate for jumping. ("Jump in. Now, jump out! Good!")
5. Encourage children to jump from a box or stool, assisted as necessary. Emphasize that both feet should leave the box at the same time and land at the same time. ("Jump down, with both feet together. I jump down. What did you do?")
6. Introduce jumping from a box or stool to various surfaces, such as a mattress, box, pile of leaves or into a pool. ("Let's jump into the sandbox. Now jump into the leaves.")
7. Introduce jumping from a stool or box into a hoop placed in front of the box. ("Let's jump into the hoop. Where did you jump?")
8. Introduce games where children jump on cue: "Pop! Goes the Weasel!" "Jack Be Nimble," etc. ("Jump when we sing Pop.")

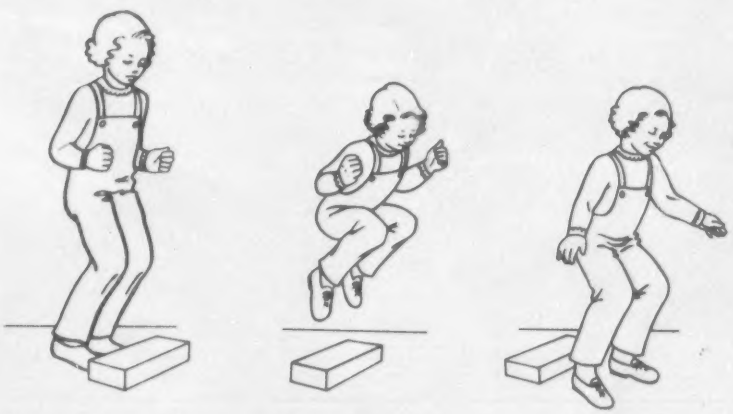
INTERMEDIATE LEVEL:

If the child jumps independently, but:

a. loses balance when jumping in place or over an object
b. lands with one foot contacting the surface before the other
c. keeps knees or ankles stiff when jumping or landing
d. demonstrates little use of arms to assist with jump
e. displays difficulty exerting adequate upward thrust to clear an object when jumping over it



THEN -- The PEFORMANCE OBJECTIVE is to develop mature jumping techniques utilizing intermediate level life experience activities.



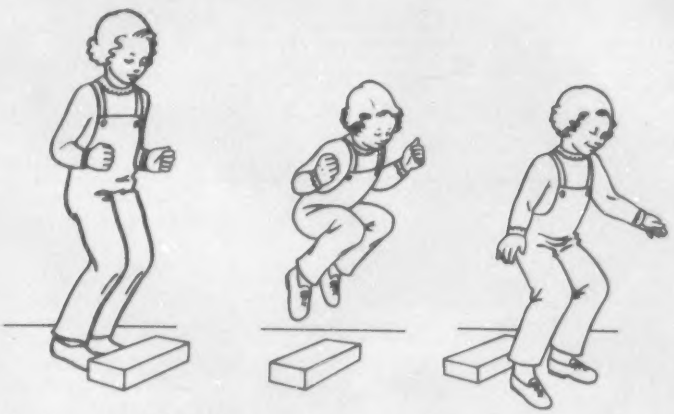
INTERMEDIATE LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Introduce jumping over low-lying objects, such as sticks, ropes lying on the floor, etc. ("Jump over the rope. I jump over. Good jumping.")
2. Encourage children to jump over objects onto carpet squares or into hoops. Encourage the children to jump with both feet simultaneously. ("Keep your feet together. Jump here.")
3. Encourage children to assume a squat position, jump up, and return to squatting, to experience a bent-knee position in the jumping pattern. Emphasize pushing off the ground with the feet. ("Bend low, bend your knees. I jump up, I bend down. What do you do?")
4. Introduce jumping up to hit or grasp suspended objects. ("Jump up and hit the ball. Jump and get the apple. Who got the apple?")
5. Introduce jumping between the rungs of ladders lying on a matted surface. ("Jump into the space. Jump over. Good!")
6. Introduce jumping in different directions--forward, backward, sideways, into hoops, tires, etc. ("Jump backwards into the hoop. Don't fall down. Who fell down?")
7. Introduce jumping over a crossbar set on low standards. Encourage the children to jump over the bar. Vary the height of the bar, or play "Follow-the-Leader." ("Jump like me.")
8. Encourage children to explore the environment for objects to jump over, such as a log, or step. ("Jump down. Jump on the rock. Jump over the log. Where can you jump?")

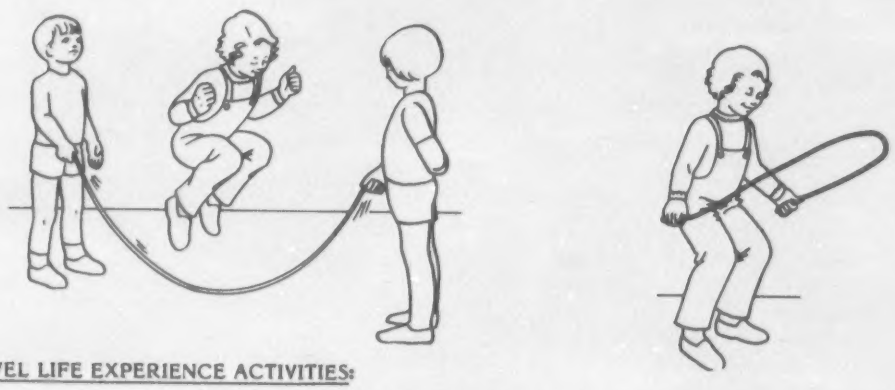
ADVANCED LEVEL:

If the child jumps maturely, and:

a. maintains balance and body alignment
b. jumps and lands, with both feet simultaneously
c. absorbs shock when landing, by bending knees and ankles
d. uses arms to assist in jumping
e. uses adequate force to propel body up and off floor



THEN -- The PERFORMANCE OBJECTIVE is to use and improve mature jumping techniques, utilizing advanced level life experience activities.



ADVANCED LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Encourage children to jump over objects sequentially. Provide objects of various sizes and shapes to jump into or over. ("Jump over the rope. Jump into the tire. Where did you jump?")
2. Have children move through an obstacle course which requires jumping and landing as well as other gross motor skills. ("Watch this. Jump, run, jump up, jump down, now crawl.")
3. Introduce jumping over a stationary or moving rope. ("I jump over the rope. Look at the rope. Watch it move, now jump.")
4. Introduce jumping on jump boards and trampoline. ("Jump on the trampoline. Remember to bend your knees.")
5. Introduce jumping off the edge of the pool, steps, or low diving board into the pool. Jump into shallow water, then into deep water. ("Jump and bounce on the board. Now, jump into the water.")
6. Introduce modified hopscotch. Children must jump in various patterns. ("Jump in the squares. Keep your feet in the squares.")
7. Encourage the children to jump over a crossbar set on standards. Gradually increase the height. Vary the activity by increasing the difficulty of jumping sideways, etc. ("Look when you jump. Jump over.")
8. Introduce broad jumping for distance. ("Stand at the line. Jump as far as you can. Swing your arms to help.")
9. Introduce pogo sticks, for jumping/bouncing. ("Put your feet here. I'll hold it up until you're on. Now, jump!")
10. During a picnic or field day introduce potato sack races, and obstacle courses involving jumping as well as other motor skills. ("Hold onto the sack. Now, jump! Keep jumping.")

hopping

GOAL:

To develop and improve the ability to hop consecutively on one foot.

KEY WORDS:

Action: hop, squat, stoop

Object: foot, toes

Concept: up, down, over, fast, slow, into, out of, around, numbers

LANGUAGE STIMULATION:

1. Encourage the children to talk about the hopping movement. Have children say, "I hop" each time they hop. Encourage hopping in succession, saying, "I hop, I hop, I hop."
2. Vary the speed of verbal directions to encourage children to hop fast and slow. Have the children imitate verbal directions saying "I hop, I hop, I hop" fast and slow.
3. Sing songs while hopping:

   "Red, Red Robin"
   "Bunny Hop"
   "Let's Hop Around the Circle"

GAMES AND REINFORCEMENT ACTIVITIES:

1. On and Off the Blanket
2. Hoop Hop
3. Rhythmic Hop
4. Hopping "Walk" (for endurance)
5. Bunny Hop
6. Train Stations
7. Thousand-Legged Worm
8. Indian Walk Through the Woods
9. Toss-Hop-Pick
10. Hop the Shot
11. Hopscotch

EQUIPMENT:

10" cubes, roll of masking tape, modified hopscotch patterns, record player, tables, chairs, log, rug squares, mats, rope, balance beam, paper footprints

hopping

BEGINNING LEVEL:

If the child requires assistance to hop:

a. physical assistance and/or support
b. continuous verbal prompting

THEN — The PERFORMANCE OBJECTIVE is to develop the ability to hop independently, utilizing beginning level life experience activities.

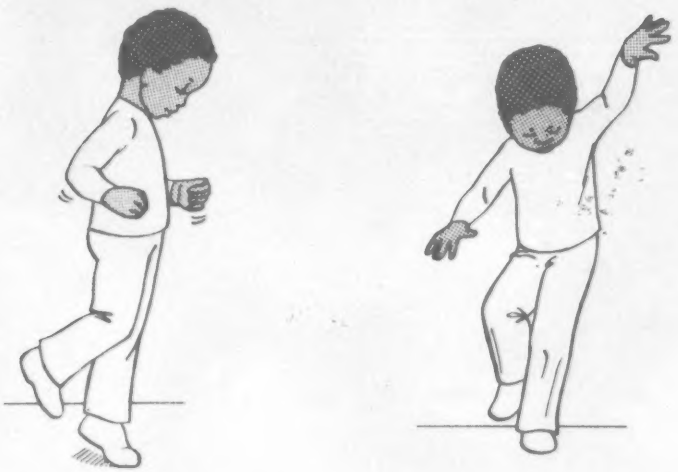
BEGINNING LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Review body awareness, as it pertains to hopping. ("Show me your feet. Stand on one foot.")
2. Have children assume squatting position, and then jump up to standing position, to give feeling of upward protection in hopping. ("Squat down low, like this. Now, swing your arms up and jump up. I jump up. Who jumps up?")
3. Review balance on one foot. Have children hop while leader holds one or both hands, eventually withdrawing support. ("Hold my hand and hop with me. Let's hold hands and hop. We're hopping. What are we doing?")
4. Introduce children to hopping on one foot with the assistance of a support such as a wall, suspended rope, or piece of playground equipment, eventually withdrawing support. ("Put your hand here. I hop.")
5. Hop in a swimming pool. Hop on a trampoline. ("Hop in the water. Hop on the trampoline, up and down. Where is (child's name) hopping?")

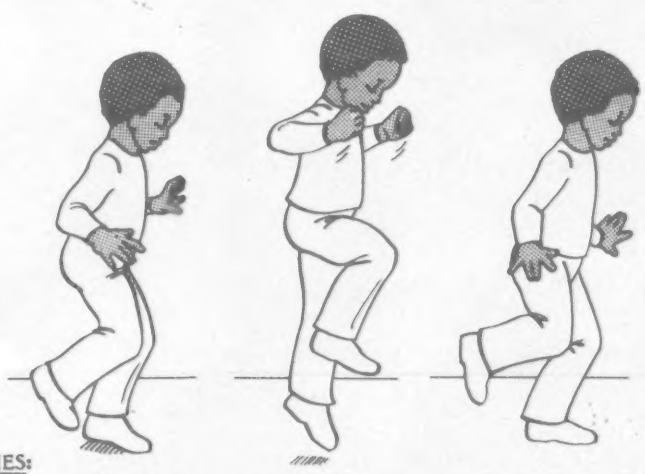
INTERMEDIATE LEVEL:

If the child hops independently, but:

a. displays difficulty in lifting body weight upward off the floor
b. demonstrates difficulty maintaining balance on one foot
c. demonstrates difficulty in hopping to gain distance
d. allows free leg to wander in space or puts foot on floor frequently



THEN – The PERFORMANCE OBJECTIVE is to develop mature hopping techniques, utilizing intermediate level life experience activities.



INTERMEDIATE LEVEL LIFE EXPERIENCE ACTIVITIES:

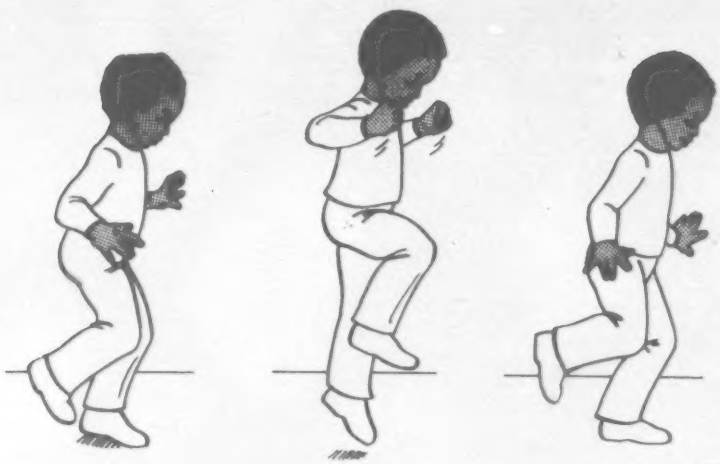
1. Have children hop in place on a particular spot. ("Hop in the hoop like this. Keep your foot in the hoop.")
2. Introduce hopping on one foot, and then the other foot. ("When I clap my hands, change feet. Other foot, change.")
3. Encourage children to hop on one foot; then hop on the other foot, while moving through a path of footprints. ("I hop on this foot. I hop on that foot.")
4. Introduce hopping in place, and turning around while hopping. ("Let's hop like this. Who can turn around and hop?")
5. Introduce hopping over low-lying objects, such as a hoop or rope. ("Hop into the hoop. Hop over the rope. (Child's name) is hopping over. Who is hopping over?")
6. Introduce children's folk dances that require hopping, or substitute hopping for other locomotor movements such as jumping or walking. ("This time, when we do the jumping dance, let's hop instead.")
7. Encourage keeping free leg close to body while hopping through an obstacle course. ("Keep your foot on your leg, like this. Put your foot in back of your knee. Don't let it touch anything as you hop.")

hopping

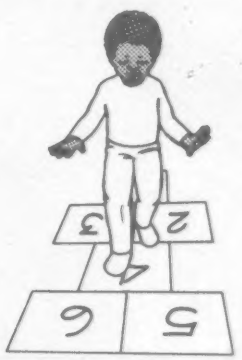
ADVANCED LEVEL:

If the child hops maturely:

a. pushes body weight upward
b. maintains balance on one foot
c. uses arm swing to assist in upward and forward movement
d. can move from one place to another while hopping



THEN -- The PERFORMANCE OBJECTIVE is to improve mature hopping techniques, utilizing advanced level life experience activities.



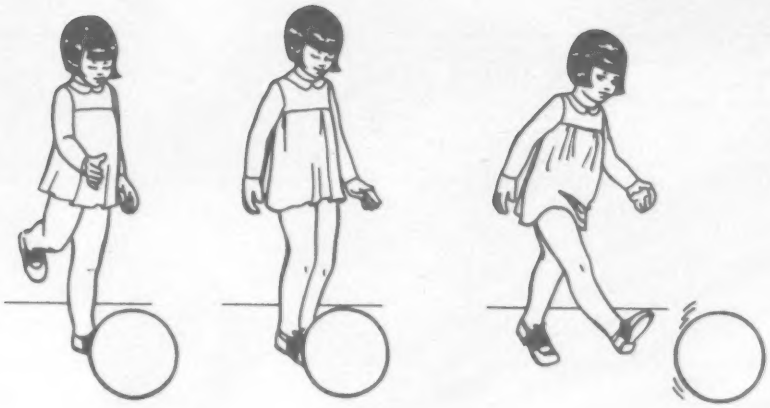
ADVANCED LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Have children make head bands with feathers and hop like Indians. ("Hop like this. Yell like an Indian. I'm an Indian. Who are you?")
2. Introduce hopping from one area to another, using colored squares, carpet shapes, or geometric shapes. ("Hop to a blue square. Now, find a red square to hop to.")
3. Introduce hopping on paths, lines or marked areas. ("Hop on the line. Look at the line.")
4. Hop over markers, logs or through an obstacle course. ("Hop over the line. Hop like this.")
5. Hop the distance between objects on a playground. ("Hop to the tree. Hop fast like this. Where should we hop?")
6. Encourage the children to hop and pick up small objects such as a rock or twig. ("Hop to the tree. I pick up the rock. I hop back. What did you do?")
7. Introduce hopping in different directions. Trace geometric shapes while hopping. ("Hop sideways. Now, hop backwards. Let's hop in a square.")
8. Introduce hopping over low-lying obstacles in different directions. ("Hop backwards into the hoop.")
9. Introduce hopping over a stationary rope, then over a moving rope. ("Hop over the rope. Now, I'll shake the rope up and down. Try to hop over it, now.")
10. Introduce hopscotch. Encourage children to hop in the squares. ("Hop in the #1 square. Now, hop into the #2 square. Where are you?")
11. Encourage children to hop in various ways to music, such as tiny hops, giant hops, hops in a zig-zag pattern. ("When we do this dance, we'll take tiny hops. Now, let's take big, giant hops.")

kicking

GOAL:

To develop and improve the ability to kick a ball.



KEY WORDS:

Action: kick, swing

Object: ball, balloon

Concept: toes, foot, eyes, into, between

LANGUAGE STIMULATION:

1. Each time a child kicks the ball or object directed toward him, say, "Look at the ball. Get your foot ready. I kick the ball."
2. Look at and talk about pictures of football and soccer players. Talk about kicking and encourage children to imitate the players through creative drama.
3. Have children kick objects when named or encourage them to identify objects before they kick them by asking, "What can you kick?"
4. Sing songs that apply to specific activities:
   (a) "This is the way we kick the ball..."
   (b) "First kick the ball to _____..."
   (c) "Kick, kick, kick the ball..."

GAMES AND REINFORCEMENT ACTIVITIES:

1. Kicking While in Pool, Bath
2. Kicking Soft Objects
3. Kicking Non-Rolling Objects
4. Kicking a Stationary Football
5. Circle Kickball
6. Kick and Catch
7. Kicking Races
8. Kick and Chase
9. Kick-the-Can
10. Kicking Bowling
11. Scooter Kickball
12. Modified Soccer
13. Kicking While Dancing

EQUIPMENT:

round balloons, utility balls, beach balls, bowling pins, colored chalk, boxes of various sizes, cones, cubes

kicking

BEGINNING LEVEL:

If the child requires assistance to kick:

a. physical assistance and/or support
b. continuous verbal prompting

THEN -- The PERFORMANCE OBJECTIVE is to kick independently, utilizing beginning level life experience activities.

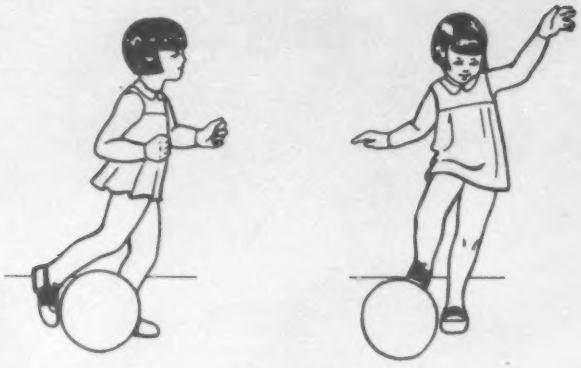
BEGINNING LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Review balancing on one foot and introduce children to leg-swinging movements in a pool or play area. Encourage children to hold onto a support while swinging the leg forward and backward. ("Stand like this. Swing your leg.")
2. Have children kick large balls or other objects while sitting on a chair or swing. Encourage children to look at the ball. ("Kick with your foot. I kick the ball. Who kicks the ball?")
3. Introduce children to kicking a stationary object while supported. Have them kick it again without support. ("I kick the ball.")
4. Have children kick the ball on a marked area of the ball. ("Kick the ball here with your foot.")
5. Have children build a tower of cardboard blocks. Encourage children to kick the blocks to make them fall down. ("Kick the blocks. Blocks fall down. What happened?")
6. While on a nature walk, encourage the children to kick dry leaves, acorns, etc. ("Kick the leaves. Kick them hard.")

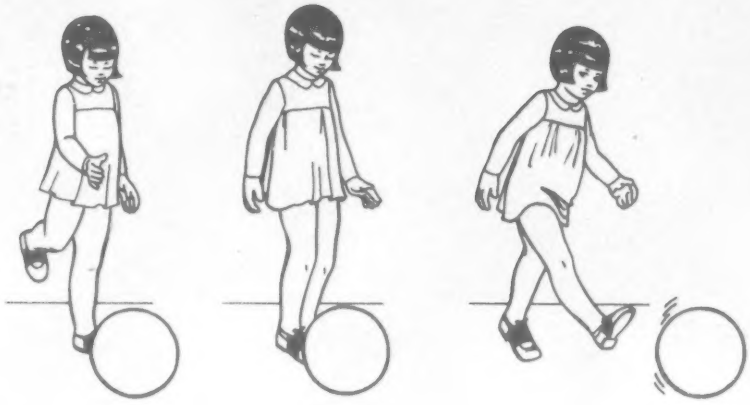
INTERMEDIATE LEVEL:

If the child kicks independently, but:

a. demonstrates difficulty in maintaining balance on one foot
b. attempts to kick the ball without a pendular leg swing
c. applies insufficient force to project the ball
d. looks at areas other than the ball (i. e., focus is not on ball)



THEN -- The PERFORMANCE OBJECTIVE is to develop a mature kick, utilizing intermediate level life experience activities.



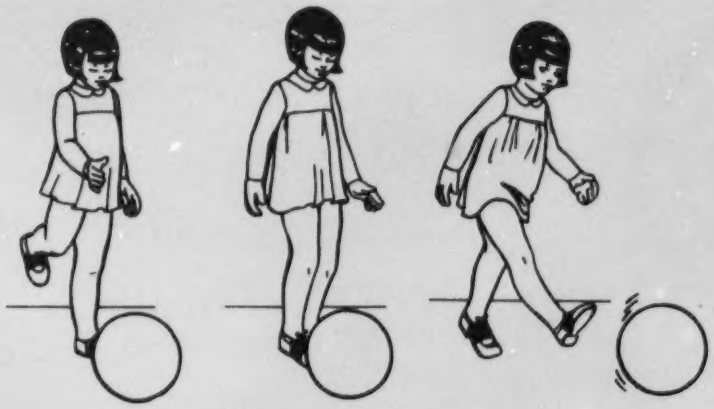
INTERMEDIATE LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Encourage children to kick a specific area on the wall. ("Kick this spot. Look at me.")
2. Encourage children to kick a stationary object as far as possible. ("Kick the ball to the wall.")
3. Have children kick a ball at a wall or into a rebound net. Catch or track as it rebounds. ("I'm kicking the ball. Who's kicking?")
4. Kick to a partner. Encourage children to trap a rolled ball, then kick it back. Increase distance gradually. ("Roll the ball to Jimmy. Now, kick it back to Tommy.")
5. Introduce kicking a ball to knock down a tower of cardboard blocks or cylinders. ("Look at the tower. Try to kick the ball and knock down the tower. What happened?")
6. Encourage children to kick a stationary object into a large barrel or box lying on its side, or through a hoop. ("Kick the ball into the box. Look at the box. Where's the ball?")

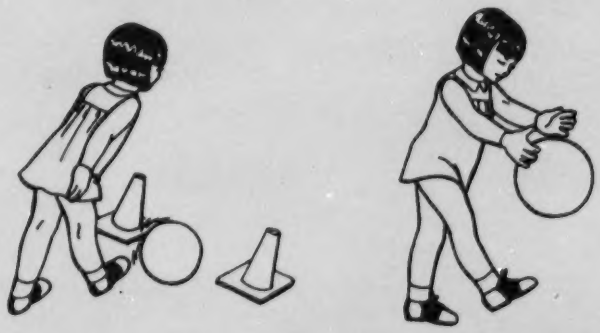
ADVANCED LEVEL:

If the child kicks the ball maturely, and:

a. maintains balance on one foot
b. swings leg backward and forward with a pendular movement
c. allows kicking foot to follow through full range of motion
d. applies sufficient force to project the ball
e. focuses on the ball while kicking



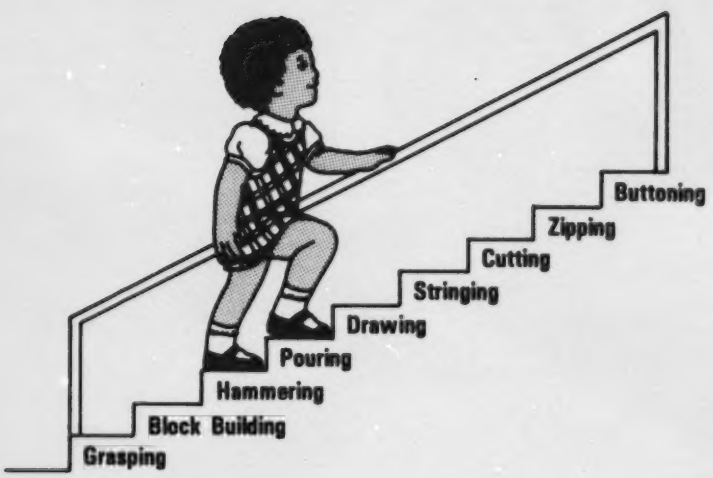
THEN -- The PERFORMANCE OBJECTIVE is to use and improve mature kicking techniques, utilizing advanced level life experience activities.



ADVANCED LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Encourage children to practice kicking a stationary ball, while taking one step toward it to kick. ("Step to the ball, like this. Now, kick! Good!")
2. Encourage the children to take several slow steps to kick a stationary ball. ("Run up to the ball. Kick it.")
3. Introduce children to kicking a slow moving object. Encourage children to look at the ball as it approaches. ("Look at the ball. Kick the ball.")
4. Increase the speed of the oncoming ball and encourage children to move to meet the ball. ("Look at the ball. Kick it. What did you do?")
5. Introduce smaller objects to kick--balls, cans, etc. ("Look at it. Now, kick it. Who kicked the can?")
6. Introduce children to kicking a moving object between two boundaries or markers. ("Kick the ball here. Watch me.")
7. Encourage cooperative play by having one child roll a ball while another kicks. ("Roll the ball to Jane. Jane, kick the ball.")
8. Introduce kicking races where the children must kick and run after an object (a beanbag, etc.). Encourage use of both feet. ("Kick it, run, and kick it. Keep kicking.")
9. Encourage children to use both the right and left foot for kicking a ball into a barrel or a series of hoops. ("Kick with this foot. Now, kick with the other foot.")
10. Introduce kicking the ball with both feet through an obstacle course. ("Kick it with both feet. Kick it around the cone.")
11. Introduce kicking an object such as a balloon, or nerf football, while holding it. ("Hold it like this. Step and kick. Good try!")

PART II:
FINE MOTOR SKILLS



Fine Motor Development Scale*

Behavior	Developmental Age (in months)
Retains red ring when placed in hand	1
Holds hands together	2
Reaches for dangling ring	3
Watches movement of own hands	3
Grasps rattle	3
Recovers rattle from chest	4
Reaches for objects	4
Picks up cube	5
Bangs in play	5
Rakes and attains raisins	6
Lifts cup with handle	6
Grasps string	7
Pulls out peg	7
Shakes bell	7
Bangs spoon	8
Transfers cube from hand to hand	8
Hits cup with spoon	10
Has neat pincer grasp of raisin	10
Removes cube from cup in imitation	11
Does not drool	11
Holds crayon	11
Pushes car	11
Puts 3 or more cubes in cup	12
Marks with pencil	12
Recovers cube concealed by cup	12
Builds tower of 2 cubes	13
Picks up and holds 2 small objects in one hand	14
Dumps raisins from bottle spontaneously	18
Turns pages of book 2 or 3 at a time	18-23
Turns knob (radio)	18-23
Throws small rubber ball	20
Builds tower of 5-6 cubes	21
Paper--folds once imitatively	21
Book--turns pages singly	24
Has well-developed handedness	24-29
Turns door handles	24-29
Can roll, pound, squeeze, pull clay	24-29
Fills and dumps containers with sand	24-29
Formboard--adapts in 4 trials	24
Manipulates egg beater	27
Enjoys finger painting	30-35
Makes mud and sand pies	30-35
Paints strokes, dots, and circular shapes on easel	30-35
Cuts with scissors	35
Picks up pins, thread, etc. with eyes separately covered	36-48
Drives nails and pegs	36-48
Builds tower of 9 cubes	36-48
Holds crayon with fingers	36-48
Strings 4 beads	36-48
Closes fist and wiggles thumb in imitation, R & L	36-48
Puts 6 round pegs in round holes on pegboard	36-48
Imitates building of bridge with cubes	36-48
Builds tower of 10 or more cubes	48-60
Draws with pencil or crayon	48-60
Draws simple house	48-60
Prints simple words	48-60
Paper--imitates folding and creasing paper 3 times	48-60
Paper--folds triangle from 6"-square in imitation	48-60
Learns to lace shoes	60-72

*Source: A Manual For Use of The Language Accomplishment Profile. Ann Sanford, editor. Funded by the Bureau of Education for the Handicapped and the Office of Child Development, U. S. Department of Health, Education and Welfare. Kaplan School Supply Corporation, 1974.

grasping

GOAL:

To develop and improve the ability to grasp an object.

KEY WORDS:

Action: pick up, hold, let go, drop, squeeze, pinch

Object: beanbag, cube, penny, crayon

Concept: open, close, hands, fingers, thumb

LANGUAGE STIMULATION:

1. Encourage children to participate in various finger plays involving finger movements.

   "Open, Shut Them."
   "Here is a Beehive."
   "I'm Bringing Home a Baby Bumblebee."
   "Where is Thumbkin?"
   "Two Little Blackbirds."
   "Five Little Skeletons Jumping Up and Down."

2. Compose songs about various activities.

   "This is the way we pat the play dough."
   "We are squeezing the newspaper."
   "This is the way we pick up the pennies."

3. Have children name objects before they grasp them. For the non-verbal child, say "Pick up (object)," and then say "I pick up" following completion of the task.

4. Play "Ask It Basket" and encourage children to call out names of objects in basket.

GAMES AND REINFORCEMENT ACTIVITIES:

1. How Many Can You Grasp?
2. Peg Board Game
3. Parachute Play
4. Beanbag Throw
5. Making Newspaper Balls
6. Rhythm Instruments
7. Feelie Box
8. Picking Flowers, Berries, Apples
9. Scavenger Hunt
10. Bottle Cap Game
11. Sponge Painting
12. Clothesline Color
13. Steal the Club

EQUIPMENT:

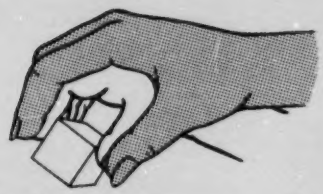
ping pong balls, small beads, cubes, clothespins, puzzles, books, parachute, pencils, crayons, string, marbles, pegs, beads, balls of soft material, egg cartons, foam balls

grasping

BEGINNING LEVEL:

If the child requires assistance to grasp:

a. physical assistance
b. continuous verbal prompting



THEN – The PERFORMANCE OBJECTIVE is to develop the ability to grasp independently, utilizing beginning level life experience activities.

BEGINNING LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Encourage children to pat and squeeze play dough while making play cookies or animals. ("I pat the dough. I poke the dough. I squeeze the dough. Who pats the dough?")
2. Have children squeeze sponges in water play. ("Squeeze the sponge. Make it small. What are you doing?")
3. Encourage children to grasp a beanbag and drop into boxes as a relay. ("Close fingers like this. Hold the beanbag tight.")
4. Have children squeeze and crumple newspaper and stuff into plastic bags to make balls. ("Squeeze the newspaper. Push your hands together. Make a ball. I squeeze hard. Who squeezes hard?")
5. Play "Pass the ball around the circle", using a soft small ball. ("Give the ball to (child). Put it in his hand.")
6. Encourage the children to grasp the edges of a parachute in parachute play. ("Hold the parachute. Wrap your fingers around the edge. I hold tight.")
7. Have children open cabinet doors and drawers. ("Hold the handle. I pull. Who pulls?")

INTERMEDIATE LEVEL:

If the child grasps an object independently, but:

a. uses several fingers to grasp an object
b. grasps an object with two hands
c. has difficulty maintaining firm grip

THEN – The PERFORMANCE OBJECTIVE is to develop a mature grasping technique, utilizing intermediate level life experience activities.

INTERMEDIATE LEVEL LIFE EXPERIENCE ACTIVITIES:

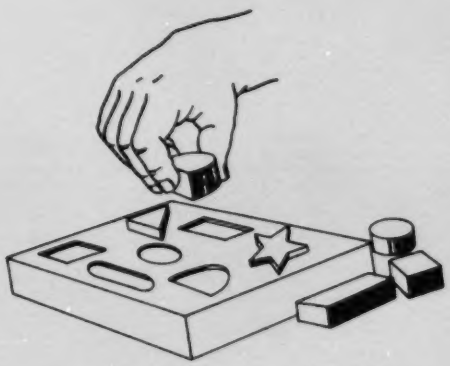
1. Have children move beads on abacus or string. ("Hold the bead and push it down.")
2. Encourage children to grasp raisins or fruit loops for snack, one by one (pincer grasp). ("Pick up just one. Use only two fingers. I pick up. What did you do?")
3. Have children place small pegs into peg board. ("Hold the end of the peg. I push peg. Who pushes peg?")
4. Encourage children to insert dimes or pennies into a bank. ("Hold the penny tight with two fingers. Push it in the hole. The penny is in the bank. Where's the penny?")
5. Have children turn the pages of a book. ("Hold the page. Now, turn one page.")
6. Encourage children to work puzzles holding pieces by the knobs. ("Hold the piece. Pull it up. Push it down. I push piece. Who pushed the piece?")
7. Encourage children to turn knobs on toys or wind a music box. ("Hold the knob with your fingers. I turn knob. Who turned the knob?")
8. Have children open and close various sized containers (to get object inside) by grasping lids and pulling them off. ("Hold the edge and pull with your fingers. I open. I close.")
9. Have children paint with Q-tips on paper or paper plates. ("Hold the end of the Q-tip. Put end in paint. I paint on paper.")
10. Encourage children to tear tissue paper for an art project. ("Hold the paper and pull. I tear paper.")
11. Have children collect small stones, leaves, twigs, etc. for a nature collage. ("Pick up the leaf. Paste the stick on the paper.")

ADVANCED LEVEL:

If the child can grasp an object maturely, and:

a. employs neat grasp to pick up an object
b. maintains firm hold on an object

THEN -- The PERFORMANCE OBJECTIVE is to improve grasping techniques, utilizing advanced level life experience activities.



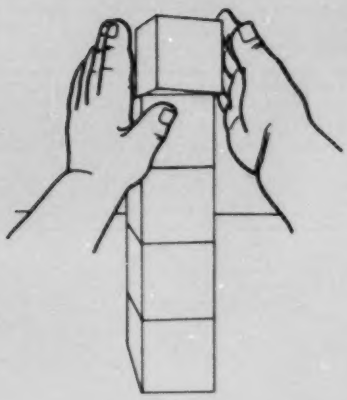
ADVANCED LEVEL LIFE EXPERIENCE ACTIVITIES:

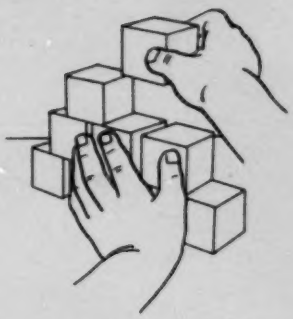
1. Have children stack small cubes or chips on top of each other to make towers. ("Pick up the cube. Now, put it here. I'm making a tower. What are you making?")
2. Have children try to grasp a floating feather. ("Watch the feather. Now, catch it with one hand. I caught it!")
3. Have children grasp marbles and place them into slotted containers. ("Hold the marble tight.")
4. Introduce puzzles, formboard and peg activities. ("Pick up the peg and put it in the hole. Where does this go?")
5. Introduce various "Workjobs", such as the bolt board and the key and lock board. ("Pick up the nut. Put it on the screw and turn.")
6. Have the children arrange beads, spools, coins, etc., on the table to form different shapes. ("Let's make a circle with the beads.")
7. Have children sort small objects into appropriate containers. ("Hold the object tight. Put it into the box. What's in the box?")
8. Encourage children to clamp colored clothespins onto boxes, matching each clothespin's color to the corresponding box. ("Squeeze the clothespin open. Push it on the bottom. Squeeze it again and pull it off.")

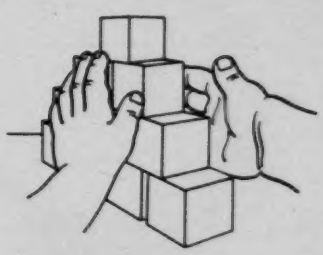
block building

GOAL:

To develop and improve the ability to build multi-based structures.







KEY WORDS:

Action: build, stack, put, hold

Object: blocks, boxes, cans, cube

Concept: on, top, tall, high, next to, in back of, behind, in front of, under

LANGUAGE STIMULATION:

1. Visit a construction site to watch a bricklayer. Ask, "What is it you're doing?...How is the wall being built?"
2. Visit a hardware store and talk about the different materials with which to build.
3. Talk about different structures to build. Show pictures of brick buildings.
4. Compose songs while building or taking down:

   "Up, up, up (stacking up)
   Down, down, down (knocking down)"

5. Sing and act out finger plays related to the concepts up and down.

   "London Bridge"
   "Eensey Weensey Spider"
   "Jack and Jill"
   "My Airplane"
   "Ring Around the Rosie"

6. Sing songs and tell stories related to various building projects:

   "This is My House"
   "Johnny Works with One Hammer"

GAMES AND REINFORCEMENT ACTIVITIES:

1. Nesting Block Activities
2. Block Head
3. Pass and Stack Relay
4. Sorting Games
5. Popsicle Stick Structures
6. Rock Sculpture

EQUIPMENT:

cardboard blocks, hardwood blocks, boxes, nesting blocks, various cartons and containers, cubes, books, rocks, coins, spools

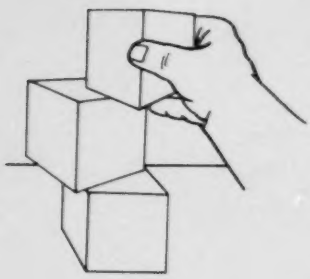
block building

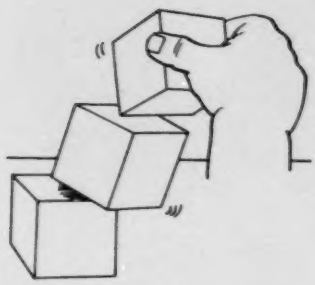
BEGINNING LEVEL

If the child requires assistance to build:

a. physical assistance
b. continuous verbal prompting

THEN — The PERFORMANCE OBJECTIVE is to build (stack) independently, utilizing beginning level life experience activities.





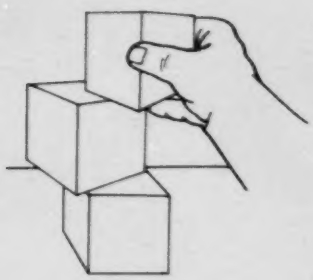
BEGINNING LEVEL LIFE EXPERIENCE ACTIVITIES:

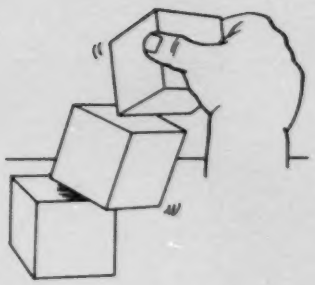
1. Review grasping and lifting activities. ("Pick up the cube. Lift the block and put it here.")
2. Have children explore the environment to find objects to stack. ("Look around the room. What can we stack? Find some flat rocks.")
3. Encourage the children to line up cubes and blocks. ("Let's make a train. Put the block here. Now, put another one here. That's it. What sound does the train make?")
4. Encourage children to line up blocks in such a way as to make a road or pathway for cars and trucks. ("Let's make a road. Pick up the block and put it next to me.")
5. Encourage children to make their own blocks with oatmeal boxes, shoe boxes, salt containers, etc., by painting or coloring them. ("Paint your box. What can we build with this?")
6. Encourage children to stack two objects atop each other and then step over them. ("Put the block on top of this one. Now, step over it.")
7. Have children stack larger blocks high enough to hide behind. Play peek-a-boo. ("How high can you make the building? Look, it's as tall as you. I can't see you. Where's (child's name)?")
8. Build forts or houses with the large blocks and have children add furnishings. ("Let's make a house. Build it all around you. What did you make?")
9. Stack large cardboard blocks or ice cream containers: then knock them over. ("Put the box on top. Make it straight. Roll the ball. What happened?")
10. Encourage children to play with nesting pots and bowls, putting them inside each other and stacking them on top of each other. ("Stack the bowls.")

INTERMEDIATE LEVEL:

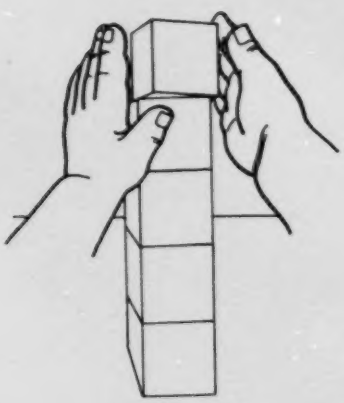
If the child can stack independently, but:

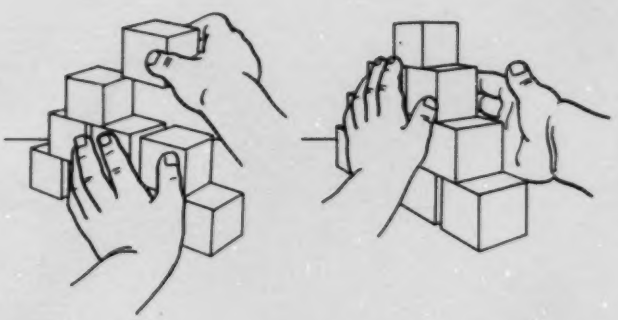
a. alignment of blocks lacks precision
b. builds only single-base structures, such as towers
c. structure falls easily





THEN — The PERFORMANCE OBJECTIVE is to develop a mature building technique, utilizing intermediate level life experience activities.





INTERMEDIATE LEVEL LIFE EXPERIENCE ACTIVITIES:

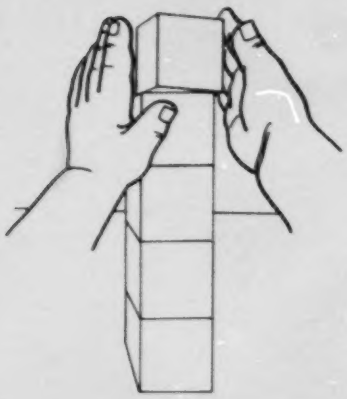
1. Introduce stacking and connecting toys, such as small and large legos, structo-cubes, and Lincoln logs. ("Push the pieces together. Put the logs on top.")
2. Encourage cooperation and group play in building structures. ("John, put this block here. Now, Mary, put your block on top of John's. Mary's block is on top. Where's Mary's block?")
3. Encourage children to build a structure with two bases, such as a bridge or tunnel. ("Put one block here and another there. Good! Now, carefully put the other block on top like this. What's this?")
4. Show the children pictures of different buildings and structures to stimulate imagination. ("Look at the picture. Make your blocks look like this. Try it. What's this?")
5. Encourage children to build multiple-base structures. Encourage experimentation and exploration. Offer suggestions as necessary. ("How did you do that? This looks like a bridge.")
6. Play a modified version of "Block Head". Have children take turns building a structure. The object is to maintain the structure without knocking any of the blocks off when a new one is added. ("Put one block on carefully. Move slowly. Make it straight. The blocks fell down. What happened?")
7. Have children collect various sizes and shapes of rocks and assemble rock sculptures with glue. ("Put some glue here. Now, put this rock on top of the glue. What did you make?")

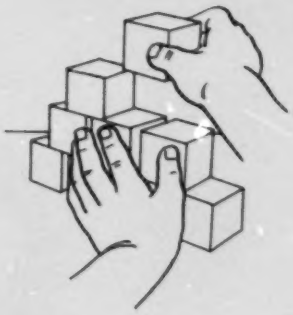
block building

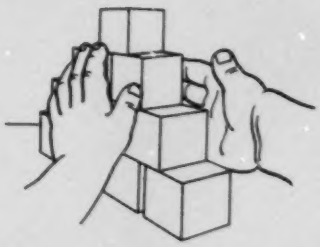
ADVANCED LEVEL:

If the child can build maturely, and:

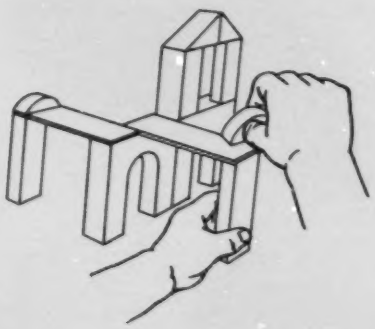
a. aligns blocks when stacking
b. demonstrates ability to build a structure on two or more bases, such as a bridge
c. structure remains stable







THEN — The PERFORMANCE OBJECTIVE is to use and improve mature building techniques, utilizing advanced level life experience activities.



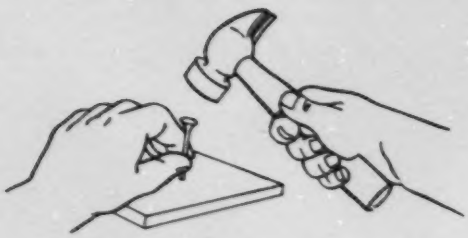
ADVANCED LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Have children build zoos for animals, garages for cars, houses for people, etc. ("Make a fence with the blocks. Close off the door with blocks. Where are the animals? Where are the people?")
2. Add peg people, animals and cars to the structure for dramatic play. ("Put the animals on top of the fence. Put the cars inside the garage. Where are the animals?")
3. Encourage the children to assist in constructing an obstacle course using all types of objects. ("Let's make steps with these blocks. Let's build a bridge for us to crawl under.")
4. Have the children sort blocks and emphasize concepts of "same" and "different" by having each child build structures of specific colors, shapes, and sizes. ("Build something with the blue blocks only. Are these blocks the same? Find the same ones.")
5. Encourage children to build a pyramid with small and large blocks on boxes. Have children make a pyramid on mats as a group with their bodies. ("Look at what you've made. Now, we're going to do the same thing with our bodies. Get down on your hands and knees. Now, Mary, climb on top of John's back. I'll help you.")
6. Encourage children to build tall structures with cardboard blocks or boxes. Have them throw beanbags, balls, etc. at the structures to knock them down. ("Build it up tall. Stand back here and try to make it fall down. Throw the ball at the tower. What happened? The tower fell down.")
7. Have children assist in building an outdoor barbeque grill with bricks. ("Pick up the brick and put it here, on top.")
8. Have children stack wood to make a fire, or a woodpile. ("Put the piece of wood here. Let's make a pile.")

hammering

GOAL:

To develop and improve the ability to hammer.



KEY WORDS:

Action: pat, hammer, hit, pound, tap

Object: block, pegs, nail, wood, fist, hammer, mallet, hand

Concept: hard, flat, loud, soft

LANGUAGE STIMULATION:

1. Encourage the children to talk about what they are doing. Ask "Who's hammering nails?"
2. Count with the children as they hammer - "1, 2, 3, 4".
3. Talk about different objects used in hammering, such as nails and hammers, pegs, and mallets.
4. Emphasize the difference between "patting" and "hammering" and "soft," "hard" and "loud."
5. Sing songs:

   "Pat the Clay"
   "Johnny Works with One Hammer"
   "Pat a Cake, Pat a Cake"

6. Play knee-patting games, such as:

   "Bear Hunt"
   "Who Stole the Cookie"
   "Slap, Clap, Slap"

GAMES AND REINFORCEMENT ACTIVITIES:

1. Musical Hammer
2. Hammer It Down
3. Typewriting
4. Tent Set Up
5. Building Craft Projects
6. Make Musical Instruments

EQUIPMENT:

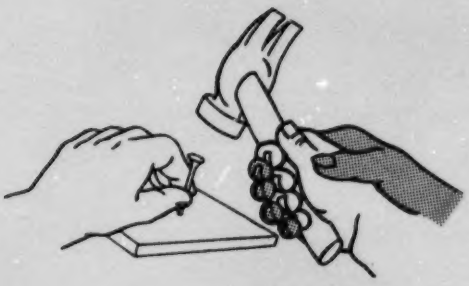
small-and large-headed nails, clay, wooden hammers (mallets), child-size hammers, hammering boards, scrap wood, small sand boxes, 3" x 8" wooden cylinders, wooden blocks 4" x 4", magic marker, piano, drums, xylophone, peg boards, typewriter, rope

hammering

BEGINNING LEVEL:

If the child requires assistance to hammer:

a. physical assistance
b. continuous verbal prompting



THEN -- The PERFORMANCE OBJECTIVE is to develop the ability to hammer independently, utilizing beginning level life experience activities.

BEGINNING LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Introduce patting and tapping movements with clay. ("Open your hand and pat the clay. Copy me. I pat the clay.")
2. Have children make play dough. Encourage them to squeeze and pat it together using both hands. ("Let's mix the play dough. Squeeze it tight between your fingers. Use two hands and pat it into a ball. Who wants to mix?")
3. Encourage children to pat clay into flat pancakes or other flat shapes. ("Make a pancake. Make it flat like mine. What's that?")
4. Introduce metal templates. Encourage children to pat clay into forms. ("Pat the clay into a circle. I made a pancake. What did you make? Let's make another one.")
5. Have children pat and mix dough for making cookies. ("Mix the dough. Now pat it flat like this.")
6. Have the children pound with their fists to break eggshells into small pieces. Make eggshell picture designs. ("Make a fist like this. Now, hit the eggshell. Look at all the pieces. What happened?")
7. Play "The Shoemaker", using appropriate actions. Have children pound their fists together, wind with their hands, and stretch out their arms. ("Let's pretend to make shoes today. Listen to the music. Pound your fists like this.")
8. Review grasping activities and introduce holding and pounding a mallet in sand or in playdough. Have children also pound with a meat tenderizer. ("Hold the hammer like this. Pound it in the sand.")
9. Encourage children to practice hitting a peg using a pounding board. ("Pick up the hammer and hit the red peg. Hit it harder.")
10. Encourage children to pound wooden cylinders or blocks into wet sand with a mallet. ("Hammer the block into the sand. Look at the block. Hit the block. Where's the block?")
11. Have children play musical instruments which require movements--xylophone, drums, piano. ("Use your hand to pat the drum. Tap the piano with your finger. Hold the hammer like this and tap the xylophone.")

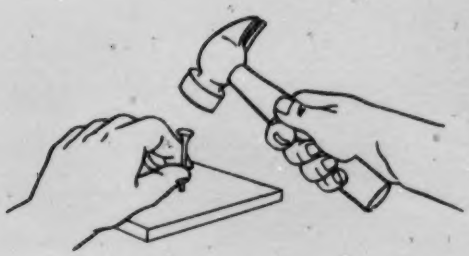
hammering

INTERMEDIATE LEVEL:

If the child can hammer independently, but:

a. demonstrates poor aim when making contact with object
b. loosens grip when making contact on hard surfaces
c. uses two hands
d. does not use striking surface of hammer
e. does not look at object to be hammered

THEN — The PERFORMANCE OBJECTIVE is to develop a mature hammering technique, utilizing intermediate level life experience activities.



INTERMEDIATE LEVEL LIFE EXPERIENCE ACTIVITIES:

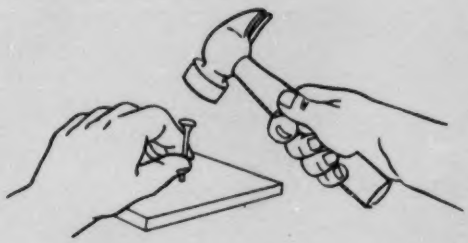
1. Have children pound meat with a meat tenderizer in preparation for cooking. ("I pound the meat. I hit hard. Look at the marks it makes. What did you do?")
2. Have children pound already-secured nails (large head) or push pins into soft objects, such as a bar of soap or a cork board. ("Look at the nail. Hit it on top with the hammer. Hit it again.")
3. Introduce holding a large nail in one hand, hammer in the other. Hammer into a soap bar or soft object. ("Hold the nail like this. Make the nail go into the soap. Where's the nail?")
4. Encourage children to practice hammering nails into harder surfaces such as a wood block, log or stump. Encourage holding the nail in one hand; child-size hammer in the other. ("Hold the nail like this. Make the nail go into the wood.")
5. Encourage children to pound into wood blocks on lines and dots to make different shapes or patterns. ("Hammer one nail on each dot. See, now you've made a square!")
6. Encourage children to make their own stick signs for a parade or school play. ("Hammer the nail into the sticks like this, so they'll stay together. Now, let's put the sign on. What does your sign say?")

hammering

ADVANCED LEVEL:

If the child can hammer maturely, and:

a. demonstrates accuracy when making contact with object
b. maintains firm grip on hammer
c. holds hammer or pounding implement in one hand and nail in other hand
d. uses striking surface of implement
e. looks at object to be hammered



THEN -- The PERFORMANCE OBJECTIVE is to use and improve mature hammering techniques, utilizing advanced level life experience activities.

ADVANCED LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Have children pound nails into wood squares to make a loom. ("Watch carefully and hammer the nails on the marked places.")
2. Have children hammer small nails into wood forms for stretching rubber bands into different shapes. ("Pound this nail on the dots. Don't make it go in all the way. Good! Now, hammer another one the same way.")
3. Hammer nails into wood to make a number-counting board. Or paint nails various colors and have children pound them into the wood to learn colors. ("Pound in the red nail. How many blue nails did you put in?")
4. Have children hammer stakes and poles into the ground for pitching a tent. ("Take the hammer and pound the stakes into the ground. Make sure it's in good. We don't want our tent to fall.")
5. Encourage children to assist in household repairs that require hammering. ("Help me fix the drawer. Put the nail here and pound it hard. Who fixed it? How did you do it?")
6. Involve the children in various craft projects such as making birdfeeders, cars, and sculpture. ("Hit the nail here. Make it go all the way in!")

pouring

GOAL:

To develop and improve the ability to pour accurately.

KEY WORDS:

Action: pour, pick up, stop, hold, look, tip, turn, fill, empty

Object: pitcher, cup, bowl, sand, beans, water, hands

Concept: slowly, into, at the top, empty, full

LANGUAGE STIMULATION:

1. Talk about the things that are poured everyday--juice, milk, cereal, etc., by asking, "What do you pour?" Demonstrate how to pour, using containers of various sizes and shapes.

2. Sing songs and do fingerplays:

   "It's Raining, It's Pouring"
   "Rain, Rain, Go Away"
   "Drippy, Drippy, Rain"

3. Compose songs to correspond with pouring activities:

   "This is the way we pour our juice."
   "It's (child) turn to pour."

4. Sing and act out songs and fingerplays. Have children act out a part as the story is told. Encourage them to verbalize their actions.

   "I'm a Little Teapot."
   "Here's a Cup."

GAMES AND REINFORCEMENT ACTIVITIES:

1. Pour and Pass
2. Listen and Pour
3. Rice Table Activities
4. Water Table Activities
5. Pool Activities
6. Watering Plants
7. Houseplay
8. Assist During Snack and Lunchtime
9. Cooking Projects
10. Weight and Measure Activities
11. Making Terrariums, Aquariums

EQUIPMENT:

pitchers, cups, bowls, ladle, sand, dry foods, juice, tin cans, water, rice, and table

pouring

BEGINNING LEVEL:

If the child requires assistance to pour:

a. physical assistance
b. continuous verbal prompting

THEN -- The PERFORMANCE OBJECTIVE is to pour independently, utilizing beginning level life experience activities.

BEGINNING LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Review grasping activities. Explore items used when pouring. Act out and imitate pouring imaginary things. ("This is a pitcher. What's this? We pour with it. What can you pour? Water? Sand?")
2. Have children experience dumping and pouring, using various containers in a sand box. ("I turn over the bowl. I turn over the box. No more sand.")
3. Have children pour a variety of dry contents (peas, corn, oatmeal, rice, salt, etc.) into various-sized containers on a tray. ("Hold the containers like this. I pour rice into the bowl. Who poured rice?")
4. Encourage children to make playdough and let them pour and mix flour and salt. Have children pour additional flour on the playdough when it becomes too sticky. ("Hold the box. I pour the flour. What do you do?")
5. Encourage children to make cookies and pour each dry ingredient into the bowl. ("Copy me. I pour sugar in the bowl. Where's the sugar?")

pouring

INTERMEDIATE LEVEL:

If the child can pour independently, but:

a. displays poor aim while pouring
b. dumps contents into container
c. fails to maintain firm hold while pouring
d. Pours too much into container

THEN — The **PERFORMANCE OBJECTIVE** is to develop a mature pouring technique, utilizing intermediate level life experience activities.

INTERMEDIATE LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Introduce different size cups and bowls during water play and have children practice pouring. ("Watch! I'm pouring water. What are you doing?")
2. Encourage children to pour water into tin cans for outdoor painting activities. Have the children clean the brushes by pouring water over them. ("Hold the can like this, and pour the water in. Are the brushes clean?")
3. Have the children pour water into small cups in preparation for watering plants. Encourage each child to stop when the cup is full. ("Pour the water slowly. Stop at the top. The cup is full. Now water the plants.")
4. Encourage children to make rainbow jars by pouring layers of colored sand or salt into a glass container. ("Put the funnel in the jar like this. Slowly pour in the salt.")
5. Have children pour glue on cardboard to create designs. Pour sand or glitter over the glue to make pictures. ("Hold the tube like this. Pour the sand slowly. What are you making?")
6. Encourage the children to practice pouring colored water into various sized containers, stopping at the marked line. ("Look at the cup. See this line? Pour the water in and stop at the top. Is the cup full?")

pouring

ADVANCED LEVEL:

If the child can pour maturely, and:

a. aims directly into container
b. maintains firm hold while pouring
c. pours with minimal spillage
d. stops at the top

THEN — The PERFORMANCE OBJECTIVE is to use and improve mature pouring techniques, utilizing advanced level life experience activities.

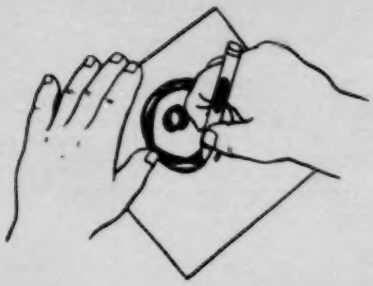
ADVANCED LEVEL LIFE EXPERIENCE ACTIVITIES:

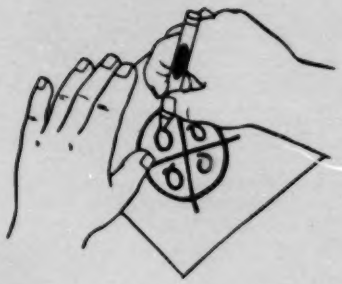
1. Have children pour small amounts of different items, such as juice and coffee into containers to make "smelling bottles." ("Hold the box. Now pour it slowly into the bottle. What did you smell?")
2. Have children pour and mix together paints or colored water to create new colors. ("Pour yellow paint into the blue. What color is it now?")
3. Have children pour pet food to feed goldfish, dog or other pet. ("Pour Spot's food into his dish. Who's food is this?")
4. Encourage children to empty flour, sugar, salt, pepper, coffee, etc. into kitchen canisters. Place wax paper under canisters to catch what is spilled. ("Let's pour this bag of sugar in the container. What's in here?")
5. Have the children water indoor plants using a watering can. ("Hold the watering can by the handle. Slowly turn it down. Turn it back up to make the water stop. Why does a plant need water?")
6. Have children make bird feeders by pouring birdseed into cups. ("Hold the cup like this. Pour in the birdseed. Where should we hang this?")
7. Have the children make jello and pour it into individual containers. ("Hold the ladle like this. Put it into the jello and slowly pour it into the cup. What should we do now?")
8. Encourage the children to pour their own juice or milk from a small pitcher or thermos. ("Hold the pitcher like this and put the cup in your other hand. Turn the pitcher slowly to pour in the juice. Turn the pitcher back up quickly to stop the juice. Who poured the juice?")
9. Have the children make pancakes and pour each ingredient into a bowl. Then let each child pour his own pancake from a paper cup into the pan. ("Pour in the milk slowly. Use two hands to hold the carton. Squeeze the paper cup together like this, and pour in a little circle of batter. Who wants pancakes?")
10. Encourage children to make designs by pouring colored sand or salt from ketchup containers. Have them pour around geometric shapes or make their own designs. ("Pour the sand on the lines. Make a circle. What did you make?")

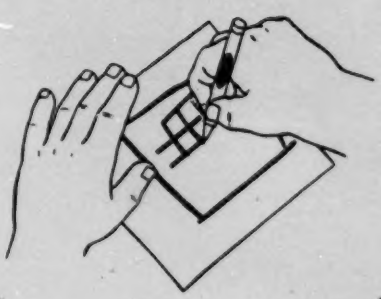
drawing

GOAL:

To develop and improve the ability to draw.







KEY WORDS:

Action: draw, move, paint

Object: crayon, pencil, paper, paint, paintbrush, chalk

Concept: up, down, across, over, circle, around, slow, fast

LANGUAGE STIMULATION:

1. When the children are drawing horizontal, vertical or circular forms, emphasize the action in giving direction and by on-going verbalization: "Let's draw up and down, up and down. This is a line. What's this? (Vertical line) Now we're going over and back, over and back. (Horizontal line) Draw a circle; go around and around."

2. Give directions in a sing-song voice or to a tune to motivate children.

3. Compose songs related to the activities. "This is the way we go wiggley, wiggley when we draw a snake."

4. Discuss various shapes with children. Paste shapes onto construction paper to match, or to make an object from shapes. String them together for mobiles.

   "Show me your red circle. Now paste it onto your paper. What's this shape? A square, good! Find your square."

5. Have children draw and identify shapes and pictures while making a mural.

   "Show me how you can draw a circle. What are you drawing? Let's fill up the paper."

GAMES AND REINFORCEMENT ACTIVITIES:

1. Glass Wax Drawing
2. Pudding Pictures
3. Drawing in Clay
4. Sand Drawing
5. Painting with Brushes and Water on the Sidewalk
6. Elastic Eight
7. Tracing Shapes
8. Connect-the-Dots
9. Draw a Race Track
10. Draw a Card
11. Story Illustration
12. Invisible Ink Drawings

EQUIPMENT:

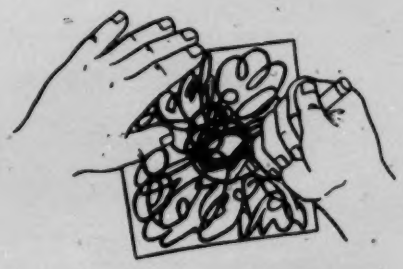
paper, large crayons, magic markers, finger paints, pencils, sand, clay, pudding, paint brushes, white glue, chalkboard

BEGINNING LEVEL:

If the child requires assistance to draw:

a. physical assistance
b. continuous verbal prompting

THEN -- The PERFORMANCE OBJECTIVE is to develop the ability to draw independently utilizing beginning level life experience activities.



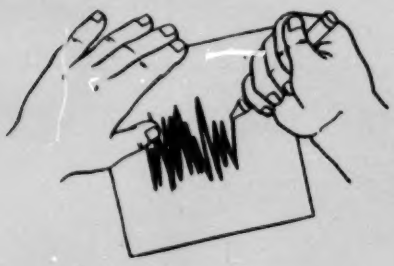
BEGINNING LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Review grasping. Encourage children to hold crayons, pencils, chalk, etc., with thumb and first two fingers. ("Hold it like this. Draw like this. Now, draw on the paper.")
2. Encourage children to experiment with drawing using finger paints, or on windows with Glass Wax. ("Move your finger like this. Put it in the paint and wiggle it all over the paper. Draw with your finger in the wax.")
3. Paint with a large brush on an easel. ("Let's paint with the brush. Paint like this on the paper. What are you doing?")
4. Have children decorate paper with various markings. Use paper to cover pencil holder, box, etc. ("Draw some pretty marks on the paper. Move the crayon up and down and around.")
5. Encourage children to scribble a mural together. Encourage the children to scribble vertical, horizontal, diagonal, circular, curving, waving or zig-zag lines and dots. Encourage children to cover the entire paper with their drawings. ("Let's all draw with our crayons. Draw all over the paper. I draw. What do you do?")
6. Encourage children to scribble fast and slow to music. ("Listen to the music. It's going fast, now scribble fast. Stop! Now, listen. The music is slow. Now scribble slowly. Is the music fast or slow?")
7. Vary drawing activities by introducing new media--for example, drawing with implements in sand, clay, pudding. ("What can you draw in the clay? Let's draw a picture on the sand with this stick.")
8. Encourage children to draw with colored chalk on the sidewalk. ("Hold the chalk like this. Move it on the sidewalk.")

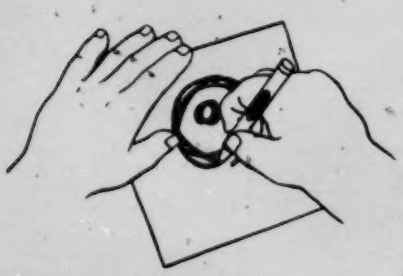
INTERMEDIATE LEVEL:

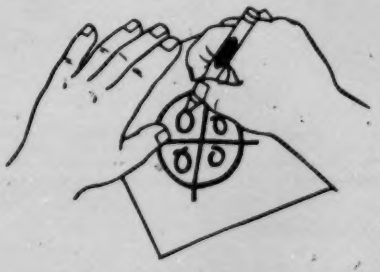
If the child can draw independently, but:

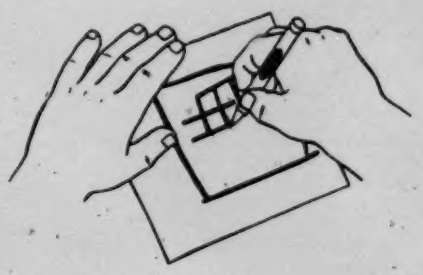
a. demonstrates many hesitations in movement
b. holds implement incorrectly
c. demonstrates difficulty imitating specific strokes



THEN -- The PERFORMANCE OBJECTIVE is to develop mature drawing techniques, utilizing intermediate level life experience activities.







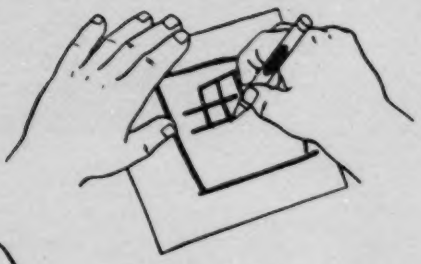
INTERMEDIATE LEVEL LIFE EXPERIENCE ACTIVITIES:

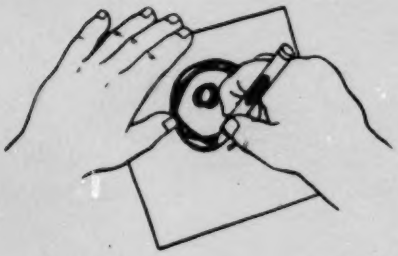
1. Encourage children to hold a crayon or magic marker between the thumb, first and second fingers. Apply double-stick tape to those fingers, encouraging children to stick and unstick the fingers in that position. ("Put your fingers together like this on the tape. Now, pull them apart. Now, hold the crayon like this.")
2. Introduce children to combining lines. ("Draw lines like this to make a railroad track. Make your lines go over and back. What goes on the railroad track?")
3. Have children draw a cage for the animals found in the zoo. Encourage them to draw vertical and horizontal lines. ("Draw lines to make a cage so the animals can't run away. Make your lines go up and down across the paper. Who's in the cage?")
4. Have children draw vertical and horizontal lines for a fence. ("Make the lines go up and down to make a fence. Do you have a fence at your house?")
5. Encourage the children to draw a hopscotch pattern on the sidewalk with chalk; or do "sidewalk art" with chalk. ("Draw the hopscotch squares like this. Now, jump into the squares.")
6. Have the children draw or paint zig-zag lightning, steps, or angular designs. ("Move your crayon up and down like this. Draw some steps like this.")

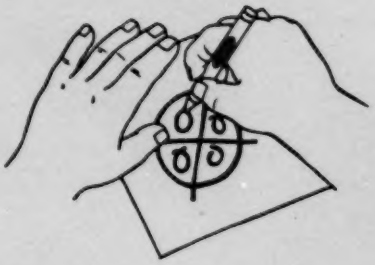
ADVANCED LEVEL:

If the child draws maturely, and:

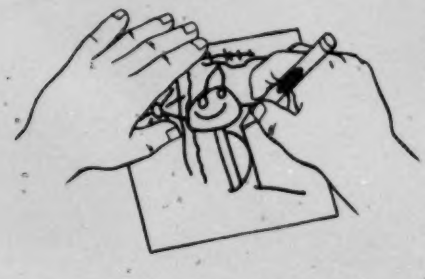
a. utilizes fluid movement
b. holds implement correctly
c. imitates specific strokes

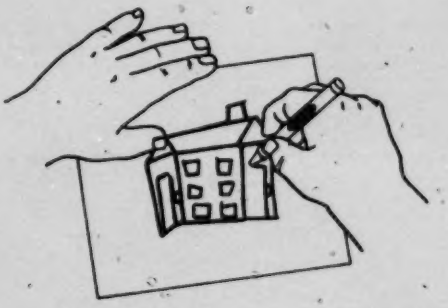






THEN — The PERFORMANCE OBJECTIVE is to use and improve mature drawing techniques, utilizing advanced level life experience activities.





ADVANCED LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Have children draw circles for wheels on a bus, or happy faces. Display the children's artwork for parents and friends to see. ("Draw wheels that go round and round like this.")
2. Encourage children to draw their own house or add parts to a frame of a house. ("Draw the house where you live. Make the roof, the windows and the door. What's this part?")
3. Have children add their family members to their house. ("Draw the people in your house. Make a circle for Mommy's head, Daddy's, brother's, sister's. What does Mommy do?")
4. Identify pictures of circles, squares with the children. Encourage them to trace the shape with a finger, and then to attempt to imitate the shape in sand, clay, or paper. ("Look at this shape. Is it a circle? Can you make a circle on your paper?")
5. Introduce shape pictures. Have the children draw and cut out various shapes. Encourage them to paste them together on paper to make pictures. Vary the activity by stringing the shapes together for jewelry, or mobiles. ("Here's a square. Put the circle on top of the square. Does that look like a house? What other things can you make with your shapes?")
6. Have the children go for a walk and draw what they see. ("What did you see on our walk? Did you see trees or a dog or houses? Draw what you saw.")
7. Encourage the children to draw pictures, to describe a story they heard, or to show some activity of the day. Have children put their stories and pictures together in a book. ("What happened when the girl went to the zoo? Draw a picture of what happened. Draw what we did today for mom and dad.")
8. Have the children draw a picture with white glue in squeeze bottles. Sprinkle sand, seeds, etc., over the paper, and shake off the excess. ("Look, squeeze the glue out to make lines. Now, sprinkle the sand. Shake it. There's your picture! How does the sand feel?")
9. Introduce drawing to music. ("How does this music make you want to draw? Slowly? How does this music make you feel? Like drawing quickly?")

stringing

GOAL:

To develop and improve the ability to string objects.

KEY WORDS:

Action: string, push, pull, hold

Object: string, bead, macaroni, button, spool

Concept: large, small, in, out, hole, through, colors

LANGUAGE STIMULATION:

1. Emphasize the words "push," "pull," "in," "out," while stringing. Say, "The string goes in and the string comes out," in a sing-song voice.
2. Talk about the various objects the children are stringing--size, shape, texture, color.
3. Sing songs while stringing:

   "Push, Push, Push the String."

   "Pull, Pull, Pull the String."
4. Have the children go on a walk and collect objects to string. Talk about the various objects and encourage children to name them.

GAMES AND REINFORCEMENT ACTIVITIES:

1. Match and String
2. String and Pass
3. Group String
4. Button or Spool Stringing
5. Shape Jewelry
6. Fruit Loop Jewelry
7. Popcorn Stringing
8. Tin Can Telephones
9. Shoe Box Train
10. Jewelry Making
11. Shoelace Race (lace and unlace)
12. Finger Cymbals
13. Mobiles

EQUIPMENT:

various large and small beads, heavy string 24" long with tape-wrapped ends, pipe cleaners, macaroni, empty spools, cardboard tubes cut into rings, pencils, big plastic needles, thread, yarn, large plastic rings, Fruit Loops or Cheerios

stringing

BEGINNING LEVEL:

If the child requires assistance to string objects:

a. physical assistance
b. continuous verbal prompting

THEN -- The PERFORMANCE OBJECTIVE is to develop the ability to string objects independently utilizing beginning level life experience activities.

BEGINNING LEVEL LIFE EXPERIENCE ACTIVITIES:

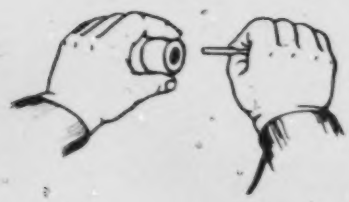
1. Review grasping and sorting activities in preparation for stringing. Encourage children to explore all materials - beads, pipe cleaners, other stringing objects, etc., and to grasp them with the thumb and first two fingers. ("Pick up the beads. Let's put all the large beads in this box. Put all the small beads here.")
2. Have children stack rings on a stacking toy. Encourage looking at the object on which the rings are stacked. ("I put the rings on the stick.")
3. Encourage children to play with threading cubes or spools. ("Push the stick into the hole. There it is. Now pull it out.")
4. Have the children string large spools together. ("Look at the spool. I push the string in. I pull the string out. Now string another spool.")
5. Have children string large beads onto long pipe cleaners to make bracelets. ("String the beads on the pipe cleaner. Bend the pipe cleaner to make a bracelet. What are you making?")
6. Have children push tissue paper squares onto pipe cleaners to make flowers. Puncture a tiny hole in the square, to make the task easier. ("Hold the pipe cleaner like this. Push it through the tissue. What color is your flower?")

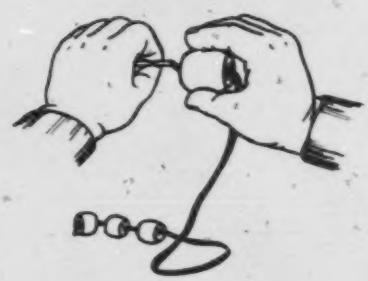
INTERMEDIATE LEVEL:

If the child strings objects independently, but:

a. strings only large objects
b. strings with thick cord, or pipe cleaner
c. looks at areas other than object to be strung
d. demonstrates difficulty pulling string through the object

THEN -- The PERFORMANCE OBJECTIVE is to develop a mature technique of stringing utilizing intermediate level life experience activities.





INTERMEDIATE LEVEL LIFE EXPERIENCE ACTIVITIES:

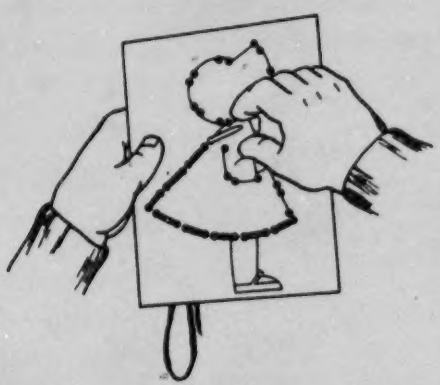
1. Encourage children to look at objects while stringing. Begin with fairly large beads and gradually decrease size of beads. ("Find a big bead. Put it on the string. Now find one that's smaller. Put it on.")
2. Have children string smaller beads to make a necklace. ("Put all the beads on the string. I'm making a necklace. Who's making a necklace?")
3. Encourage children to string various materials--shells, buttons, smaller spools. ("Look for the holes in the buttons and shells. Push the string through the hole. String all the buttons.")
4. Encourage children to collect leaves while on a nature hike. String them onto pipe cleaners. Vary the activity by using stiff cord, gimp, string or yarn. ("Push the pipe cleaner through the leaves. Push it all the way down.")
5. Have children dye cylinder-shaped macaroni as a group project and then string them. ("Hold the macaroni. I push the string. I pull it out. Watch me.")
6. Have children practice pushing and pulling string into lacing boards, dolls or large shoes. ("Push it through the hole. Now, pull it out.")
7. Make dough or clay balls. Punch a hole in the middle with a pencil, and have children string a necklace. ("I roll the dough into a ball. I put a hole in it, and I string it. How do you make a necklace?")
8. Encourage children to make finger cymbals, by pushing elastic through holes in the lids of baby food jars. ("Push the ends through the hole. Now, I'll knot them. Put one on your thumb, and one on this finger. Let's make music; copy me.")
9. Encourage children to string shoe boxes to make a train. Decorate the outside of the boxes like cars on a train. ("Put the string through the holes. Look, all the train cars follow each other. You did a good job of stringing. What's the first car called? What should we carry in our train? What's the last car called? Who drives the train?")

ADVANCED LEVEL:

If the child can string objects maturely, and:

a. strings objects of various sizes
b. strings objects on string or thread
c. looks at objects to be strung
d. pulls string through and out of object
e. uses both hands to align string with object

THEN -- The PERFORMANCE OBJECTIVE is to use and improve mature stringing techniques utilizing advanced level life experience activities.



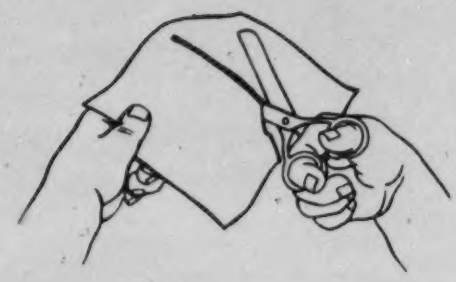
ADVANCED LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Have children sort and string beads in patterns of color and size. ("Find a big bead and string it. Now find a small bead and string it. Look for another large bead. What are you looking for?")
2. Encourage children to copy bead patterns or make colorful bracelets and necklaces. ("Find a blue bead and string it. Now string a red bead. Look for another blue bead; put it on.")
3. Have children string long strands of popcorn or cranberries. ("Push the string through the popcorn and cranberries. Make a pattern with the colors.")
4. Have children lace picture cards, party hats or draw string bags using large or blunt needles as stringing tools. ("Hold the card like this. Push the string in the holes. Pull the string through the hole.")
5. Have children string oatmeal boxes to make pull toys. Decorate the outside with paint or colored paper. Fill the inside with beans or bells to make noise as it rolls. ("Put the string through the hole in the top. Now through the middle, and out the other side.")
6. Encourage children to string cord through holes in tin cans and make tin can stilts. ("Put the cord through the hole here, and the other end through here. Now, we'll knot them. Here are stilts.")
7. Have the children string various objects for party decorations. ("String the paper like this.")
8. Encourage children to lace shoes. Vary the activity by making it a race. ("Put the lace through the holes. Good!")
9. Have children string two tin cans or paper cups together to make a telephone. ("Put the string through the hole. The other end goes through the hole. Let's talk to Daddy. What do you say?")
10. Have children string a shape mobile using a blunt needle and thread. ("Find a circle. Let's string together a circle and a triangle. What shape is this?")
11. Have children string a picture book of their own art work. Punch holes on the sides of the pictures, and string them with colorful yarn. ("Make the holes match, like this. Now, go in and out the holes with your yarn, like this.")

cutting

GOAL:

To develop and improve the ability to cut with scissors.



KEY WORDS:

Action: cut, squeeze, hold, look, open, shut, close, snip

Object: paper, line, pieces, clay, dough, scissors

Concept: hands, fingers, two, together, apart

LANGUAGE STIMULATION:

1. Look at pictures of implements used in cutting (scissors, knives) and talk about how to use scissors. Sing "Open, shut them" while children practice opening and closing scissors.

2. Compose and sing songs while cutting:

   "This is the way we cut the paper..."
   "Open, shut, open, shut. That's the way to cut!"

3. Name materials used in cutting and encourage children to imitate. Talk with children about projects created from thin snips of paper or clay. Encourage children to talk about the different materials used in cutting.

GAMES AND REINFORCEMENT ACTIVITIES:

1. Name and Cut
2. Cut and Bag It
3. Scrap Paper Face, Pictures
4. Mobiles
5. Shape Jewelry
6. Family Scrapbook
7. Decorator Containers
8. Paper Lanterns
9. Paper Weaving

EQUIPMENT:

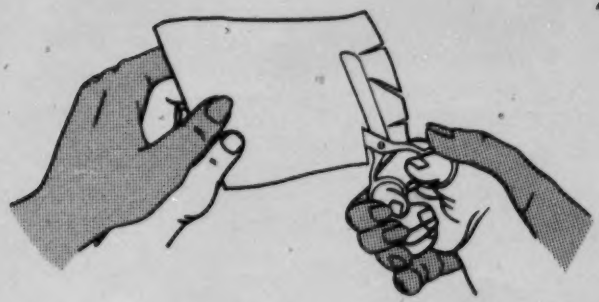
scissors, double-handed scissors, tongs, construction paper of assorted weights and colors, clay, magazines, string, yarn, paste, boxes

cutting

BEGINNING LEVEL:

If the child requires assistance to cut:

a. physical assistance
b. continuous verbal prompting



THEN -- The **PERFORMANCE OBJECTIVE** is to develop the ability to cut independently, utilizing beginning level life experience activities.

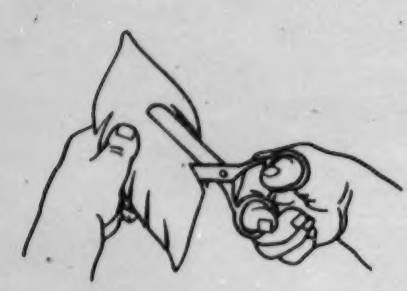
BEGINNING LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Review grasping. Strengthen grasping skills by playing games with spring-loaded clothespins, such as "Clothesline Colors." ("Squeeze to open the clothespin. Now, clip it here.")
2. Prepare the children for using scissors by having them manipulate similar instruments, such as salad tongs, etc. Using blunted scissors, have the children open and close them, manually (help if necessary). ("Open, shut. Open, shut. Good!")
3. Make paper strips about 6 inches long and ½-inch wide. As children learn to manipulate scissors, hold a paper strip and slip it between the scissors as child opens and closes them. ("I'll hold the paper; you cut. What did you do?")
4. Have the children tape the strips to the edge of a box so that some of the paper sticks over the edge. Let the children snip the strips off. ("Cut off the ends. Cut the paper like this.")
5. Make placemats, by having the children snip fringe around the edge of a piece of construction paper, cutting on black lines. Draw a picture in the center. ("Snip around the edge. Let's make fringe. Feel the fringe. What's this?")
6. Practice cutting by snipping a roll of playdough to make dough "cookies." ("Cut off some dough. Now press it into a cookie. What kind of cookie is that?")
7. Encourage children to cut small bits of colored paper. Let the children paste them on paper to make a collage. ("Cut off little bits of paper. Let's paste them.")

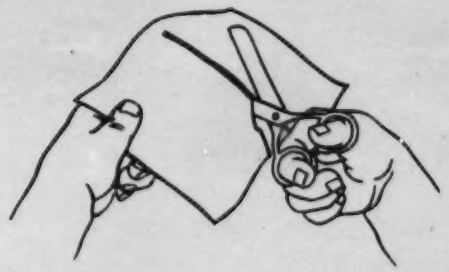
INTERMEDIATE LEVEL:

If the child cuts independently, but:

a. uses 2 hands to manipulate scissors
b. makes short snips in paper
c. demonstrates difficulty in cutting on lines
d. demonstrates difficulty turning paper to cut out shapes, such as squares, triangles, and rectangles



THEN — The PERFORMANCE OBJECTIVE is to develop mature cutting techniques, utilizing intermediate level life experience activities.



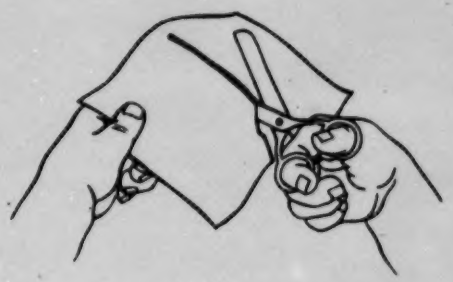
INTERMEDIATE LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Encourage children to cut short strips of paper until they can make 3 consecutive cuts, cutting the paper in half. Use these pieces for tickets to trade in for a special snack or imaginary bus ride. ("Open, shut, open, shut, open, shut. Look at the paper while you cut the paper in half. Who cut the paper? How many pieces do we have?")
2. Have the children cut feathers for Indian headdresses and have an Indian dance. ("Indians have feathers in their headbands. This is how we can make feathers. How many feathers do you want?")
3. Encourage the children to fold paper and cut snowflakes for display on the window. ("Fold your paper like this. Make cuts anywhere you like. Now open it up!")
4. Have children make baby octopi, making consecutive cuts for the legs. ("Cut along this strip. Make many cuts.")
5. Encourage children to cut strips along a heavy black line ½-inch wide. Encourage child to stay close to the line as possible. ("Look at the line. Cut on the line.")
6. Draw large shapes using wide lines on pieces of paper. Encourage children to cut out the shapes. Gradually reduce the size of the shapes, as well as the width of the cutting line. The child can color the shapes with crayons. ("Hold the paper with this hand. Now, open, shut, open shut. Good!")

ADVANCED LEVEL:

If the child cuts maturely, and:

a. uses one hand to manipulate scissors
b. makes consecutive cuts
c. cuts on a line
d. turns paper to cut out shapes, such as rectangles, squares, and triangles

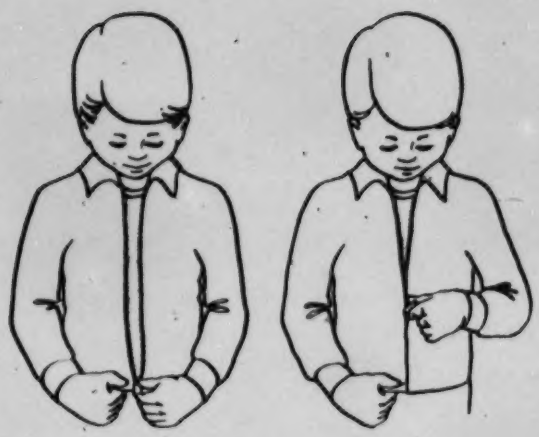


THEN -- The PERFORMANCE OBJECTIVE is to use and improve mature cutting techniques, utilizing advanced level life experience activities.

ADVANCED LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Encourage children to cut curvy lines. Use them for cut and paste pictures. ("Cut a curvy-snake like this. Look at the line. Cut on the line.")
2. Have the children cut out half circle shapes. Use them to make a cut and paste picture. ("Cut on the line. Move your hand as you cut.")
3. Encourage the children to cut circles for wheels on cars and buses. ("Cut the whole circle. Turn your paper and cut the whole circle. What can we make with circles?")
4. Have the children cut out pictures of food and make restaurant menus for dramatic play situations. Have some children play servers and others customers. ("What do you want to eat? Let's cut it out and paste it on our menu.")
5. Have children cut holes into a paper bag for eyes and nose. Decorate the bag and use it for a mask. ("Cut out circles here for your eyes. Now, cut out a triangle for a nose. Who are you?")
6. Introduce children to cutting sponge into various shapes. Use sponge pieces for sponge-printing. ("Can you cut a star out of the sponge?")
7. Encourage the children to use scissors to cut pieces of spring onions, lettuce, cabbage, etc. to use in cooking or in a salad. ("I cut the onion, like this. You try it. Cut small pieces.")
8. Introduce cutting simple patterns from material for puppets or doll clothes. ("Cut out the puppet on these lines. Good cutting!")

zipping



GOAL:

To develop and improve the ability to zip (i.e., manipulate a zipper correctly).

KEY WORDS:

Action: zip, zipping, pull, hold

Object: zipper, end, tab

Concept: up, down, top, bottom

LANGUAGE STIMULATION:

1. Sing songs about getting dressed:

   "Buttoning My Shirt..."
   "Zipping My Pants..."
   "Snapping My Cuffs..."

2. Have the children find zippers on their own clothes. Ask who has a zipper. ("Where's the zipper?")

3. Have children zip different types of zippers--large, small, etc. Encourage them to verbalize large, small, colors, etc.

4. Encourage dramatic play: imitate a zipper by moving up and down; do pantomimes and have children demonstrate how to zip and unzip. Emphasize the words "zip up" and "zip down".

GAMES AND REINFORCEMENT ACTIVITIES:

1. Name & Zip It
2. Match & Zip It
3. Zip & Run
4. Zip Clothing & Personal Items
5. Zip Tents, Sleeping Bags
6. Pantomime Zipping
7. Clothes Bag
8. Mirror Play
9. Help-A-Friend Zip or Button
10. Zipping Race

EQUIPMENT:

zippers of various sizes and lengths, zipper boards, clothes with zippers, zipper dolls, busy box

zipping

BEGINNING LEVEL:

If the child requires assistance to zip:

a. physical assistance
b. continuous verbal prompting

THEN – The **PERFORMANCE OBJECTIVE** is to develop the ability to zip independently, utilizing beginning level life experience activities.

BEGINNING LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Review grasping activities and have children grasp and release various small objects--paper clips, buttons, poker chips, match sticks. Vary the activity by sorting the objects by type, color, etc. ("Hold the clip with your fingers.")
2. Review pulling activities. Have children pull strings, ropes, windowshades requiring finger-thumb opposition. ("Pull the shade. Hold it like this.")
3. Have children practice holding and manipulating zipper tab on a zipper doll or in a zipper book. Attach a paper clip or tape to extend the tab for the child to hold. ("Hold it like this. Pull it down.")
4. Introduce large zipper boards and encourage children to manipulate the zipper tab up and down. ("Pull the zipper tab and make it move. I zip. Who zips?")
5. Encourage children to hold the base of the zipper while zipping and unzipping the zippers on zipper boards. ("Hold the zipper here and pull the tab with your other hand.")
6. Play "Clothesbag". Have children pick out and identify clothes. Encourage them to put them on and zip them up. ("Is this a jacket? Can you zip it up? It's too big. How does it fit?")

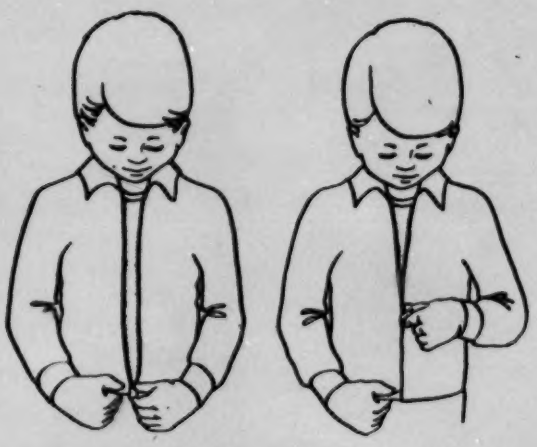
zipping

INTERMEDIATE LEVEL:

If the child can zip independently, but:

a. uses several fingers to grasp zipper tab
b. zips only on zipper board, or oversized zipper
c. pulls tab outward rather than upward
d. demonstrates difficulty holding base of zipper while zipping
e. looks at areas other than zipper

THEN – The **PERFORMANCE OBJECTIVE** is to develop mature zipping techniques utilizing intermediate level life experience activities.



INTERMEDIATE LEVEL LIFE EXPERIENCE ACTIVITIES:

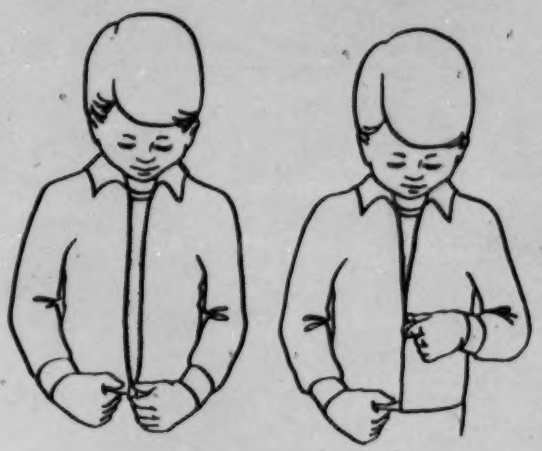
1. Introduce zipping boards with smaller zippers and encourage children to practice zipping. Emphasize looking at the zipper.
2. Encourage children to unzip and zip Dapper Dan Dolls (zipping dolls). ("Unzip Dapper Dan's coat. Now zip it up. Good!")
3. Encourage children to zip and unzip household objects--garment bags, cloth suitcases, pillow covers. ("I zip the suitcase. I unzip the pillow. You try it.")
4. Have children zip and unzip jackets affixed to a secure base on a table. ("Pull the tab and zip up the jacket.")
5. Introduce long (4') oversized zippers. Fasten to the floor or the ground in parallel lines. Have children pretend zippers are cars, and they must pull the "car" to the finish line. Encourage a pincer grasp (thumb and forefinger opposition). ("Get ready! Now pull your "car" as fast as you can! Now, pull it back.")
6. Encourage the children to start the zipper themselves, inserting the loose end into the zipper base. Encourage the children to look at the two portions. Compose stories to help children put one piece into the other, such as "the rabbit (loose end) is going to hide in his hole" (base). ("Push this part into this part. Put the rabbit into his house.")
7. Encourage children to practice zipping boots and coats in preparation to go outside. ("Can you zip up Jack's coat? Now, Jack can zip up your coat.")

zipping

ADVANCED LEVEL:

If the child zips maturely, and:

a. uses pincer grasp to hold the zipper tab
b. zips standard-sized zipper
c. holds base of zipper while zipping
d. pulls zipper upward
e. looks at zipper while zipping



THEN -- The PERFORMANCE OBJECTIVE is to use and improve mature zipping techniques, utilizing advanced level life experience activities.

ADVANCED LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Have children zip and unzip windows, doors and flaps of a tent or playhouse. ("Zip open the windows. Zip the door closed.")
2. Have children take turns zipping each other's jackets before going to the playground. ("Zip (child)'s jacket. Now, let (child) zip your jacket. Whose jacket did you zip?")
3. Have children unzip and remove outer clothing when they arrive in the morning. ("Unzip your jacket and hang it up.")
4. Encourage children to have zipping races before they go outside. ("Zip up your jacket, fast.")
5. Play "Zip and Run" -- children must run up, select a garment with a zipper, put it on, zip it up, unzip it, take it off, and return to the circle. ("Run over and find something that zips. Put it on and zip it up. Good! Now, unzip it, take it off, and run back here.")
6. Introduce zipping a zipper in the back of a dress or shirt. ("Reach behind your head, and pull it up! Good!")
7. Introduce zipping while blindfolded, or with eyes closed. ("Can you feel the tab? Okay, now try to zip the coat. Keep your eyes closed.")

buttoning

GOAL:

To develop and improve the ability to button.

KEY WORDS:

Action: button, unbutton, hold, push, pull

Object: shirt, coat, buttonhole, button

Concept: into, through, out, fingers, slit, opening

LANGUAGE STIMULATION:

1. Talk about clothing and objects which have buttons by asking, "Who has buttons?"
2. Cut out pictures from magazines of clothing and objects with buttons.
3. Sing songs about buttoning:

   "Button Up"
   "Button, Button, Who's Got the Button?"

GAMES AND REINFORCEMENT ACTIVITIES:

1. Sorting Buttons
2. Busy Board or Book
3. Making Buttons
4. Button One, Button Two
5. Button and Hide
6. Help-A-Friend Button
7. Button and Run
8. Button Puppets
9. Buttoning Race

EQUIPMENT:

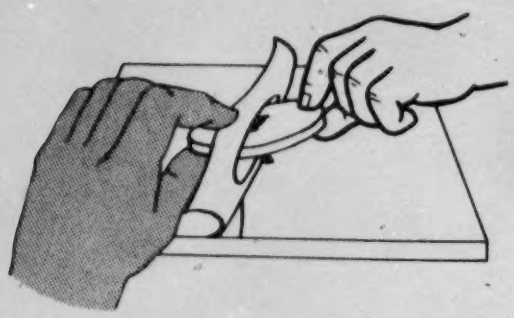
poker chips, box, buttons of various sizes, button boards, clothing with buttons, buttoning dolls

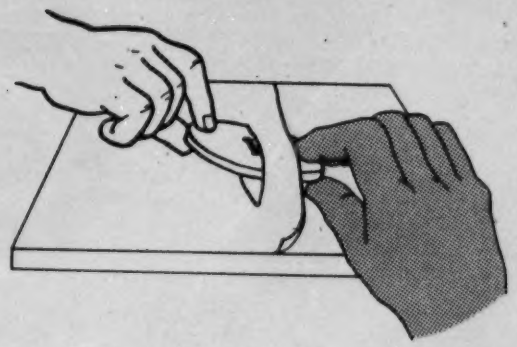
buttoning

BEGINNING LEVEL:

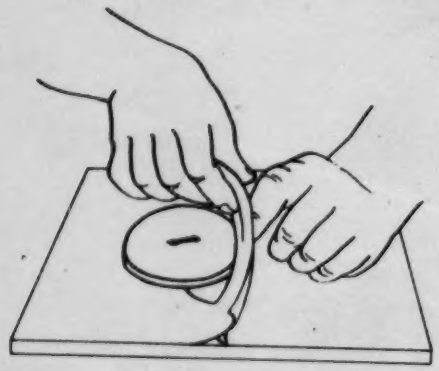
If the child requires assistance to button:

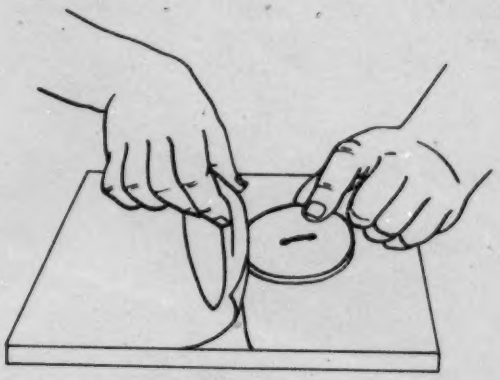
a. physical assistance
b. continuous verbal prompting





THEN -- The **PERFORMANCE OBJECTIVE** is to develop the ability to button independently, utilizing beginning level life experience activities.





BEGINNING LEVEL LIFE EXPERIENCE ACTIVITIES:

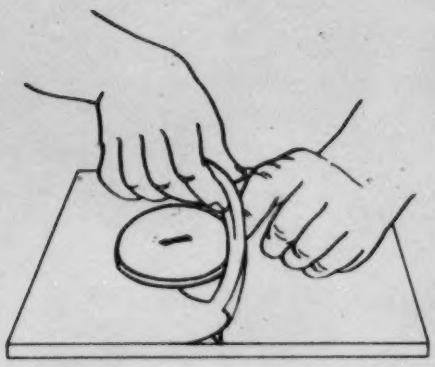
1. Review grasping and have children grasp various flat objects and release them into a container. ("Pick up the chip. Put the chip in the cup.")
2. Encourage children to push poker chips through a slit in a cardboard box. ("Push the chip into the hole like this.")
3. Have children grasp plastic containers while pushing various sized buttons into a slit in the lid. ("Push the button. Use your fingers to push. Or put pennies in a bank.")
4. Introduce small pegboards. Have children insert pegs into holes, using thumb and forefinger. ("Pick up the peg. Now, push it into the hole.")
5. Introduce the children to buttoning with a strip of felt having openings cut to resemble buttonholes. Have children push buttons through the openings. ("I pick up a button. I push it.")
6. Encourage the children to unbutton large buttons on a jacket or coat. ("Unbutton the coat. Push it through the hole.")
7. Introduce a large button board, with buttonholes large enough for easy removal of buttons. Show the children how to grasp the button with the thumb and forefinger; demonstrate how to push the button through the hole, grasping it as it is pushed. Allow children to try buttoning and unbuttoning (assist when necessary). ("Push it through. Now, pull it all the way out. Good!")

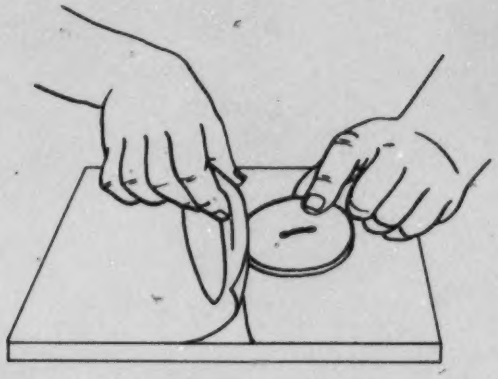
buttoning

INTERMEDIATE LEVEL:

If the child buttons independently, but:

a. buttons 3"-4" buttons on button board only
b. can button only with buttonhole proportionately larger than the button
c. accomplishes only buttoning





THEN – The **PERFORMANCE OBJECTIVE** is to develop mature buttoning techniques, utilizing intermediate level life experience activities.

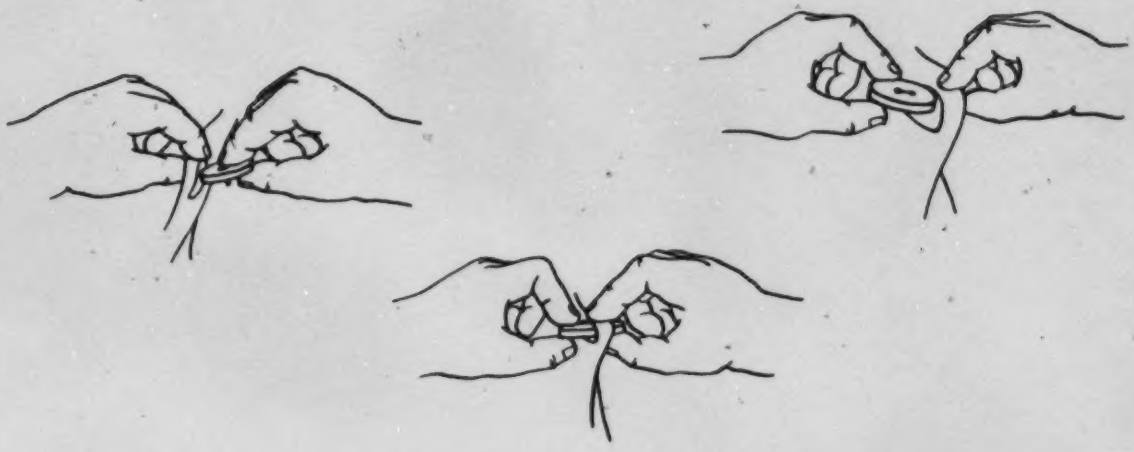
INTERMEDIATE LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Introduce buttoning boards and have children hold 2"-3" buttons with a pincer grasp and push it through the hole from underneath with the thumb of the dominant hand. ("Hold the button. Push the button through the hole.")
2. Introduce children to Dapper Dan Dolls (buttoning dolls). Provide additional clothing which requires buttoning and unbuttoning. ("I'm buttoning the doll. Push the button. What are you doing?")
3. Have children button clothing on dolls and cardboard figures. ("Put the dress on the doll. Button the dress. Who buttoned the dress?")
4. Encourage the children to help each other button coats, or smocks. ("John, button Jimmy's coat. Whose coat did you button?")
5. Have children draw and cut out a button (3"). Use a hole punch to punch 4 holes in the button. Let children sew buttons onto cardboard with yarn and blunt needle. Let children cut a slit for a button in construction paper, and practice buttoning and unbuttoning. ("This is your button. Show me how you can button it.")

ADVANCED LEVEL:

If the child can button maturely, and:

a. demonstrates precise movements
b. utilizes both hands to push the button while manipulating the buttonhole
c. buttons a 1" button
d. uses coordinated movement



THEN — The PERFORMANCE OBJECTIVE is to use and improve mature buttoning techniques, utilizing advanced level life experience activities.

ADVANCED LEVEL LIFE EXPERIENCE ACTIVITIES:

1. Encourage children to button and unbutton clothing worn on the body. ("You button the coat. Unbutton your shirt.")
2. Have children play house and button and unbutton clothing, purses, etc. ("Put on the nurse's cape. Button the fireman's coat.")
3. Have buttoning races before going outside to play. ("Hurry, button all the buttons on your coat.")
4. Play "Button & Run." Children run to a clothesbag, or clothes hung on clothesline, select a garment, put it on, button it up, unbutton, and run back. ("Find something that buttons. Now, quickly, button it up.")
5. Encourage children to perform buttoning and unbuttoning tasks as they prepare to go swimming. ("I unbutton my shirt. I button my swim suit. Copy me.")
6. Introduce buttoning behind the back. ("I've done all but the top one. You reach behind your head and try to button.")

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APPENDICES

APPENDIX A

PREP ASSESSMENT FORM

THE PREP ASSESSMENT FORM

The PREP Assessment Form is provided to assist in identifying each participant's level of performance. Prior to utilizing the assessment form, review the PREP Manual to become familiar with the skills and then select the skill(s) to be assessed. Study the description of behavior provided for beginning, intermediate, and advanced levels and plan activities which require the use of the selected skills.

In the space provided, indicate the date of assessment. Assess each child's performance by marking a "B" in the appropriate box if the child is at the beginning level, an "I" if the child is at the intermediate level, and an "A" if the child is at the advanced level. Indicate additional comments on the reverse side of the form. Follow the same procedure for reassessment, recording data on new forms. At the conclusion of the program, several assessment forms for each child will have been completed at different times.

Once the initial assessment information has been collected, follow these procedures:

- Identify the performance objective for each child based upon his or her level of performance, i.e., beginning, intermediate, or advanced.
- Identify the "Life Experience Activities" which will assist the child in reaching the performance objective.
- Plan the program based upon the needs of the children as indicated by their level of performance.

For more information on utilizing assessment in program planning, refer to the companion document--the PREP Implementation and Resource Guide.

PREP SKILL ASSESSMENT SHEET

Date:

Scoring

Assessment

B = Beginning
I = Intermediate
A = Advanced

GROSS MOTOR SKILLS

NAME	Body Identification	Static Balance	Crawling	Creeping	Dynamic Balance	Walking	Rolling	Pushing	Pulling	Lifting and Carrying	Throwing	Catching	Striking	Climbing	Running	Jumping	Hopping	Kicking
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(Indicate comments on reverse side)

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COMMENTS

NAME	
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PREP SKILL ASSESSMENT SHEET

Date:

Scoring

Assessment

B = Beginning
I = Intermediate
A = Advanced

FINE MOTOR SKILLS

NAME	Grasping	Block Building	Hammering	Pouring	Drawing	Stringing	Cutting	Zipping	Buttoning	COMMENTS
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										

(Indicate comments on reverse side)

COMMENTS

NAME	
1.	
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APPENDIX B

PREP GAMES AND REINFORCEMENT ACTIVITIES

PREP GAMES & REINFORCEMENT ACTIVITIES

PLEASE NOTE WELL

This appendix describes games and activities referred to in the "Games and Reinforcement Activities" section of each gross and fine skill. Many of their titles may sound familiar. However, you are advised to review each item before making assumptions about it, because: (1) an old game or activity may have been modified and adapted for preschool children and/or (2) an original PREP game or activity may use a well known title.

The Table of Contents on the following page should make it easy to locate items. The page number identifies the place the game or activity is found in this appendix.

The skills are listed in the same order in which they appear in the body of the publication--Body Identification (first) through Buttoning (last). The games and activities are listed in the same order in which they appear in the "Games and Reinforcement Activities" section of each skill in the body of the publication. Their descriptions are presented in the identical sequence in this appendix.

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BODY IDENTIFICATION

1. Mirror Man

Skill(s): Body Identification
Number of Participants: small group
Materials: 5 x 14 mirrors, preferably unbreakable
Formation: line
Directions: Arrange children in front of mirrors. Have them identify specific body parts, e.g., head, arms, legs, toes, in the mirror. Instruct children to name body parts as they find them in the mirror. Point to specific body parts in the mirror and ask children what they are.
To vary, have children touch their body parts on cue: "Touch your nose." Then have them identify their noses in the mirror, "Where is your nose?" Have them identify other noses: "Where is my nose?" "Where is Billy's nose?" Have them find these noses in the mirror.

2. Do This, Do That

Skill(s): Body Identification
Number of Participants: small or large group
Materials: none
Formation: circle
Directions: Have children form a circle with a leader in the middle. Have leader demonstrate a movement, such as swinging a leg, raising an arm, turning his head. Instruct the children to imitate the leader with "do this." Appoint a new leader after two movements.
To vary, introduce various body parts and have children move in different directions.

3. Simon Says

Skill(s): Body Identification, Static Balance, Dynamic Balance
Number of Participants: small or large group
Materials: none
Formation: semi-circle
Directions: Demonstrate various body movements for children to imitate on the command "Simon Says... (move your arms like this)." Have children imitate actions only upon hearing "Simon Says..." Modify this game for younger children: don't require children to leave game if they miss. Be sure to use names of body parts when giving directions.

4. Follow the Leader

Skill(s): Body Identification, Crawling, Creeping, Walking
Number of Participants: small or large group
Materials: none
Formation: line
Directions: Demonstrate various body movements which the children can imitate. Choose different leaders as the game progresses. The game can be played in a line version, marching behind the leader, or a circle.

5. Hokey Pokey

Skill(s): Body Identification
Number of Participants: small or large group
Materials: none
Formation: circle
Directions: In a circle, sing the song "Hokey Pokey," and follow with appropriate movements. Modify for younger children by avoiding use of "left" and "right" concepts.

Song: "Put your foot in, you put your foot out
Put your foot in, and you shake it all about.
Do the Hokey Pokey, and turn yourself around
That's what it's all about." (clap)

Substitute arms, hands, head, etc.

6. Looby Lou

Skill(s): Body Identification
Number of Participants: small or large group
Materials: none
Formation: circle
Directions: Sing song and follow with appropriate movements. Form circle, holding hands. During chorus, have circle move to center and back.

Song: Chorus: "Here we go Looby-Lou, Here we go Looby-Lou
Here we go Looby-Lou, All on a Saturday night.

Verse: You put your hand in, you put your hand out
You put your hand in, and turn yourself about."

Substitute other body parts.

7. Head and Shoulders, Baby

Skill(s): Body Identification
Number of Participants: one or more
Materials: none
Formation: circle
Directions: Have children stand in a circle singing and touching body parts as named in the song:

"Head and shoulders, baby, 1, 2, 3,
Head and shoulders, baby, 1, 2, 3,
Head and shoulders, head and shoulders,
Head and shoulders, baby, 1, 2, 3."

Replace with other combinations of body parts as the song progresses. Encourage children to clap hands on "1, 2, 3," singing and touching body parts. Other combinations are:

shoulders - elbows
elbows - stomach
thighs - knees
knees - toes
That's All, Baby!

8. Back to Back, Knee to Knee (Busy Bee)

Skill(s): Body Identification
Number of Participants: at least two
Materials: none
Formation: scattered in pairs
Directions: Scatter the children around the room by twos, instructing them to follow directions as they are called out. Direct the partners to move in various ways, such as "back to back," "shoulder to shoulder," "hands to hands."
Call out "busybee" as a signal for the children to find new partners.
To vary, encourage the children to take turns at being the leader. Have two children demonstrate the activity. Use left and right concepts. Have the children sitting on T-stools.

9. Body Tag

Skill(s): Body Identification
Number of Participants: small to large groups
Materials: none
Formation: circle
Directions: Encourage one child to tag a specific body part, such as an arm or shoulder of another child. The tagged child then becomes the leader. Emphasize light taps or touches for safety. Encourage children to move using different locomotor movements, such as hopping or jumping.
To vary, introduce two leaders.

10. What's Missing?

Skill(s): Body Identification
Number of Participants: individual or group
Materials: paper, crayon or magic marker
Formation: sit children at table
Directions: Draw a person on paper, omitting a body part, such as an arm or leg. Have the child look at the picture, naming the body parts present, and then ask, "Which body part is missing?"
To vary, have the child to tell whether the left or right body part is missing. Encourage children to add the missing body part on the drawing.

11. Modeling with Clay/Playdough Activities

Skill(s): Body Identification, Grasping
Number of Participants: individual, small or large group
Materials: clay, playdough
Formation: sit children at table

Directions: Encourage children to manipulate playdough and clay to make body parts. Have them roll a ball for a head, make a cylinder for a body, roll out arms and legs. Vary the activity by rolling and squeezing body parts for animals from clay or playdough.

12. Making Body Prints/Tracing

Skill(s): Body Identification
Number of Participants: small groups
Materials: large paper, crayons
Formation: pairs
Directions: Divide the children into pairs. Have one partner lie on the paper while the other traces his body outline. Reverse roles. Have children color clothes on the body outlines. Talk about the different body parts while children are tracing. Younger children may need help tracing.

13. Drawing Shadow Pictures and Silhouettes

Skill(s): Body Identification
Number of Participants: small group
Materials: tape, strong light, black and white construction paper, white chalk, scissors, paste or glue
Formation: sit children at table
Directions: In a darkened room, place a strong light so that it shines directly on a wall. Tape black paper to wall and have a child sit so that his profile (shadow) falls on the paper. Trace the shadow on the paper. Have children cut out the silhouette and paste it on white paper.

14. Finger Painting

Skill(s): Body Identification, Drawing
Number of Participants: small or large group
Materials: finger paint, finger paint paper
Formation: sit children at table
Directions: Moisten the shiny side of finger paint paper and drop a small amount of paint on the wet paper. Have children spread paint and draw pictures in the paint with their fingers. Encourage them to draw themselves, naming body parts as they do so.

15. Making Paper Bag Masks

Skill(s): Body Identification
Number of Participants: small or large group
Materials: paper bags (large enough to fit over a child's head), scissors, construction paper, glue, yarn scraps, material scraps, crayons, paint, magic marker
Formation: sit children at table
Directions: Assist children in cutting out eyes and nose on mask. (If larger bags are used, holes for arms may also be necessary.) Encourage children to decorate the masks as they like, using paper, paste, paints and other materials. Use in Halloween parade.

16. Puppetry

Skill(s): Body Identification
Number of Participants: small or large group
Materials: lightweight cardboard, sticks or string, paper fasteners, paper punch
Formation: sit children at table
Directions: Have children cut out a puppet from lightweight cardboard, using fasteners to make joints at appropriate places (elbows, knees, hips, shoulders). Have children mount the puppet on a stick or put it on a string. Have children make the puppet dance by jerking the string or shaking the stick.

17. Fun with a Cardboard Box

Skill(s): Body Identification
Number of Participants: small or large group
Materials: boxes of various sizes, rug squares
Formation: scattered
Directions: Distribute open-ended boxes throughout the room and place rug squares in front of boxes as markers. Encourage children to move through their boxes by creeping, crawling, or moving on specific body parts. Have children creep or crawl feet first, head first, feet first, tummy up, feet first, tummy down, head first, tummy up, and tummy down.
To vary, combine the boxes to form an obstacle course.

STATIC BALANCE

1. Do As I Do

Skill(s): Static Balance, Climbing
Number of Participants: small or large group
Materials: blocks, curb, log, edge of sandbox
Formation: circle
Directions: Have children sit in a circle. Select a leader to begin game. Encourage children to imitate the following movements--climb up on the block, climb down, stand on the block, stand on a curb, bend at the waist and pick up a stone, straighten up and lift one foot, wiggle one foot, etc.
To vary, change leadership, allowing each child to demonstrate a movement. Combine movements, e.g., "put your hand up and your foot out."

2. Simon Says (See Body Identification #3)

3. Statues

Skill(s): Static Balance
Number of Participants: small group
Materials: mats
Formation: scattered
Directions: Have children balance themselves on the mat using one body part in contact with the mat, then 2 body parts, e.g., arm and leg, 3 or more body parts, or balance points. Demonstrate various positions which require balance.
To vary, encourage children to hold a position to the count of 5. Encourage children to experiment with balancing an object on the playground.

4. Freeze Balance Tag

Skill(s): Static Balance
Number of Participants: medium or large group
Materials: none
Formation: random
Directions: Have children run at random in a designated area. Instruct the children to stop in place at the word "freeze," and assume a balanced position. Tag a child who cannot hold a position for five seconds.
Make the tagged child the new leader. Increase the time to maintain balance to seven to ten seconds. Encourage children to balance different body parts, closing their eyes while they do the exercise.

5. Twister

Skill(s): Static Balance
Number of Participants: small group
Materials: commercial twister games, or different colored cut outs placed on the floor
Formation: circle
Directions: Have the children, individually, balance different parts of their bodies on a specific color or shape. For example, a child may put one foot on a circle, the other on a square and a hand on a triangle.
To vary, have children close their eyes when balancing. Encourage them to stretch to reach a color or shape.

6. Hopscotch

Skill(s): Static Balance, Hopping
Number of Participants: individual, small group
Materials: chalk, tape
Formation: line
Directions: Encourage children to draw a hopscotch (board) on the sidewalk. Demonstrate hopping on one foot in the single squares and landing on two feet in the double squares. Lower level children can play modified version on a shorter course. Higher level children can use traditional methods of play.

CRAWLING

1. Crawling-Creeping Obstacle Course

Skill(s): Crawling/Creeping
Number of Participants: one or more
Materials: playground, sheet or parachute, mats/carpet squares
Formation: scattered
Directions: Have children crawl/creep over and under equipment found on a playground. Use a parachute or sheets to form tunnels. Have children creep and crawl down a grassy hill.
To vary, introduce crawling/creeping during swimming activities.

2. Crawling-Creeping Races

Skill(s): Crawling/Creeping
Number of Participants: one or more
Materials: mats, parachute, tunnels or tubes, ramps
Formation: two lines
Directions: Arrange children into two teams. Have children crawl through the course and creep back. Course should include crawling under parachute, creeping through tunnels, etc.
To vary, have children combine various movements and directions while moving through the obstacle course.

3. Follow the Leader (see Body Identification #4)

4. Crawling-Creeping Tag

Skill(s): Crawling/Creeping
Number of Participants: small or large group
Materials: none
Formation: scattered
Directions: Have children crawl/creep while you attempt to tag them. The child tagged becomes the new leader. Encourage the children to crawl/creep in different directions and at various speeds.
To vary, set up obstacles, such as chairs, tables, cardboard boxes, tunnels, ramps, etc.

CREEPING

1. Follow the Leader (see Body Identification #4)

2. Creeping Obstacle Course (see Crawling #1)

3. Hide and Seek

Skill(s): Creeping, Crawling
Number of Participants: small to large groups
Materials: cardboard boxes, tunnels
Formation: scattered
Directions: Have the children creep or crawl into hiding places. Allow enough time for creeping/crawling through boxes and tunnels.
To vary, decrease the time limit to hide and encourage the children to creep/crawl quickly.

4. Red Light, Green Light

Skill(s): Creeping, Crawling, Walking, Jumping, Hopping
Number of Participants: small to large group
Materials: red and green circles
Formation: line
Directions: Have children side by side behind a line. Instruct them to move toward a goal line when a green circle is held up and to stop when a red one is displayed.
To vary, substitute a whistle for the red and green circles. Use a drum, varying the beat, fast for moving quickly, slow for moving slowly, and a loud thump for stopping. Provide obstacles for the children to negotiate. Use music.

5. Creeping Races (see Crawling #2)

6. Creeping Tag (see Crawling #4)

7. Zoo or Farm Visits

Skill(s): Creeping
Number of Participants: small or large group
Materials: available zoo or farm for visiting
Formation: scattered
Directions: After visiting a zoo or farm, encourage children to creep or move like the animals seen at the zoo or farm. While at the farm or zoo talk about how the animals move about. "Do they creep? Show me how they move."

DYNAMIC BALANCE

1. Animal Walks

Skill(s): Dynamic Balance

Number of Participants: small or large group
Materials: none
Formation: scattered
Directions: Encourage the children to move like various animals. Modify the activity by "animal walking" to music, as children move from one activity area to another.

2. Do As I Do

Skill(s): Static and Dynamic Balance
Number of Participants: small to large group
Materials: none
Formation: circle
Directions: Have children stand in a circle. Demonstrate a movement which the children imitate while singing:

"This is what I can do
I think you can do it, too
This is what I can do,
Now I pass it on to you!"

The word "you" is the signal for the motion to stop. The leader points to a new leader who demonstrates another motion. The game continues in this way, the leader verbalizing body parts and naming actions.
Encourage imitation.

3. Simon Says (see Body Identification #3)

4. Bunny Hop

Skill(s): Hopping
Number of Participants: one or more
Materials: mat or carpet squares
Formation: scattered
Directions: Have children squat with knees and hands on mat. Have them hop with knees and arms together, moving first the knees and then the arms, just as a rabbit would, to the end of the path.
To vary, have children pick up a block at the end of the path and walk back to place. Have children move through an obstacle course requiring hopping plus other movements. Have children hop on lines and paths requiring changes in direction.

5. Rhythmic Activities

Skill(s): Dynamic Balance
Number of Participants: small or large group
Materials: records, record player
Formation: scattered
Directions: Using records which have a strong rhythm, or are mood-inducing, encourage children to move to the music. Direct children to move high, move low, move as if you were very small. Move about as if you were searching for a lost object or collecting leaves.

6. Ladder Game

Skill(s): Dynamic Balance
Number of Participants: small to large group
Materials: ladders
Formation: line
Directions: Place ladder flat on the floor. Arrange children in line behind the ladder. Have each child, in turn, walk between the rungs without stepping on them.
To vary, place two ladders on the floor, side by side and spaced apart. Arrange children in two lines, each behind the ladder. Have a ladder relay. Increase difficulty by having the children walk on the rungs and then on the sides of the ladder.

7. Obstacle Course

Skill(s): Dynamic Balance
Number of Participants: small group
Materials: balance beam, balance dish, tires, planks, cardboard blocks, steps, traffic cones, ladders
Formation: scattered
Directions: Design an obstacle course involving dynamic balance, using following equipment, and others which may be available.

1) walking on a balance beam
2) walking around or jumping into a tire

3) walking on the rungs or sides of a ladder lying flat
4) walking on large cardboard blocks
5) walking on steps
6) balancing on a balance disk

8. Beanbag Relay

Skill(s): Dynamic Balance
Number of Participants: small or large groups
Materials: beanbags, baskets or cardboard boxes
Formation: teams
Directions: Divide the group into teams and encourage children to carry beanbags on a body part as they move to put the beanbags into the container. They may carry the beanbag on their heads, shoulders, back of hands, on their backs as they move to place the beanbag in the container.

9. Animal Tag

Skill(s): Dynamic Balance
Number of Participants: small to large groups
Materials: none
Formation: two groups
Directions: Divide the children into two groups. Have group 1 move close to group 2 and imitate a familiar animal. If group 2 can guess the animal correctly, they may chase group 1 back to its line, trying to tag as many as possible. Those caught go over to the other team. Have group 2 now imitate an animal and group 1 try to guess.
To vary, have the children raise their hands to take turns in guessing the animal.

10. Hopscotch (see Static Balance #6)

11. Nature Hikes/Neighborhood Walks

Skill(s): Dynamic Balance
Number of Participants: small or large group
Materials: park or woods or residential area
Formation: pairs
Directions: Anytime of year is a fine time to be out-of-doors. Use time outdoors by hiking through wooded areas, walking on logs, jumping over creeks or gullies. Or, if that isn't possible, a walk in the neighborhood can provide a time to look at the different kinds of houses, to balance on curbs and jump over cracks in the sidewalk.

12. Roller Skating

Skill(s): Dynamic Balance
Number of Participants: small or large group
Materials: skates
Formation: random
Directions: If a roller skating rink is available, arrange a field trip to visit it. If not, inexpensive skates can be purchased for small groups of children to skate on the sidewalks, playground areas, or gymnasium (if it is treated for roller skating). Outgrown or used skates can be obtained from parents and groups in the community. Begin with skating on one skate.

13. Ice Skating

Skill(s): Dynamic Balance
Number of Participants: small or large group
Materials: ice skates with double runner blades
Formation: random
Directions: Arrange a field trip to an ice rink at a time when there are few other skaters. (There are sometimes sessions set aside just for groups.) Enlist the help of parent volunteers and encourage the children to slide on the ice with the help of an adult.

14. Ice Cream Cone Game

Skill(s): Dynamic Balance
Number of Participants: small or large group
Materials: balloons, paper drinking cups, scooter boards
Formation: line
Directions: Have children stand next to each other, behind a starting line with "pretend" ice cream cones. Have children walk to the other end without dropping the cones, then sit on scooters and ride scooters to the original starting line. Direct children to remain seated on the scooters until all have completed the game.
To vary, have children return with scooters riding on their bellys. Have a designated winding path for scooters to return on.

WALKING

1. Follow the Snake

Skill(s): Walking, Running
Number of Participants: small or large group
Materials: rope with rubber ring attached to one end
Formation: scattered
Directions: Have children assume a scattered formation. Have one child run with a rope and wiggle it at the same time while other children run after the rope.
Vary the rate of the wiggles from a slow snake to fast. Have children walk with the snake, run, hop, jump.

2. Follow the Leader (see Body Identification #4)

3. Stepping Stones

Skill(s): Walking, Dynamic Balance
Number of Participants: small or large group
Materials: crepe paper and rubber adhesive to make 12" footprints (left feet are green, right feet are red)
Formation: line
Directions: Spray bottoms of prints with rubber spray to resist skids. Slip band of red and green material over children's feet. Place a simple walking pattern on the floor. Demonstrate a movement pattern and instruct children to use it on matching colors.
To vary, arrange footprints in different patterns, e.g., long steps, short steps, hopping, or jumping.

4. Walking Races

Skill(s): Walking
Number of Participants: small or large group
Materials: balloons, beanbags, clothespins, erasers, large boxes
Formation: line
Directions: Divide the children into groups and encourage them to walk to a goal line to put a beanbag into a large box. Vary the race by having them walk quickly, or "walk like a duck," or "walk like a dog."

5. Hiking and Nature Walks (see Dynamic Balance #11)

ROLLING

1. Rolling to Music

Skill(s): Rolling
Number of Participants: small or large group
Materials: records, record player
Formation: scattered
Directions: Using music which exhibits many "moods," encourage children to roll in time with the music, slowly or quickly as the music changes. Combine rolling movements with other movements for a dance.

2. Rolling a Child Into or Out of a Blanket

Skill(s): Rolling
Number of Participants: individual or small group
Materials: blanket or beach towels, tumbling mats
Formation: scattered
Directions: Roll children in blankets. Roll children out of blankets. Encourage children to roll themselves into blankets and to roll out. Relate activity to the caterpillar, which goes into a cocoon and comes out as a butterfly by talking and movements.

3. Rolling Barrels, Cylinders

Skill(s): Rolling
Number of Participants: small group
Materials: barrels, cylinders
Formation: line
Directions: Encourage children to roll barrels and cylinders in a race, pushing them with hands or feet, or various body parts.

4. Rolling Races

Skill(s): Rolling

Number of Participants: small group
Materials: rug squares, inclined area
Formation: line
Directions: Make teams of no more than 4 children. At the signal, have children begin rolling down an incline. Instruct children to stand up and run up the incline and sit in the starting area.
To vary, have children roll down a slope and incorporate other skills while moving through an obstacle course.

5. Roll and Toss

Skill(s): Rolling, Throwing
Number of Participants: small or large group
Materials: foam balls, barrel, hilly outdoor area
Formation: scattered
Directions: Have children roll down a hill or an incline with a foam ball in hand. Instruct children to throw the ball into a barrel and run up the incline.
To vary, have children return to starting position by rolling up the incline.

6. Roll Like a Ball

Skill(s): Rolling
Number of Participants: small or large group
Materials: tumbling mats, if indoors; grassy slope, outdoors
Formation: random
Directions: Encourage children to make themselves "into a ball," tucking in their chins, arms and legs tightly. Have them roll like balls on the mats or down a grassy hill.

7. Rolling Down Grassy Hills

Skill(s): Rolling
Number of Participants: small or large groups
Materials: grassy slope
Formation: random
Directions: Encourage children to log roll or roll like a ball down grassy hills. Children will not need much enticement to do this. Make sure they do not roll into one another or accidentally kick one another as they roll.

8. Rolling in Snow to Make Body Prints (Angels in the Snow)

Skill(s): Rolling
Number of Participants: small or large groups
Materials: snow
Formation: random
Directions: Encourage children to dress warmly to go out in the snow. Have them lie down in the snow and roll to make prints or swing arms to make "Angel Wings."

PUSHING

1. Cageball Push

Skill(s): Pushing
Number of Participants: small or large group
Materials: cageball
Formation: line
Directions: Arrange children in line formation. Have each child, in turn, push a cageball with both hands over a goal line and back to the starting position.
To vary, use a slightly deflated cageball. Have children stand in a circle and push the cageball to one another. Encourage the use of palms, rather than the fists.

2. Push Broom Relay

Skill(s): Pushing, Pulling
Number of Participants: small or large group
Materials: 1 each per team: Broom, 8-10 inch playground ball
Formation: line
Directions: Arrange groups in a line formation. Have children in turn, push a small ball over the goal line and back to the starting position.
To vary, have children push the ball over the goal line, pick it up and carry it back to the next player. Have children pull the broom behind while trying to control the ball within the bristles.

3. Balloon Push Game

Skill(s): Pushing, Pulling
Number of Participants: small or large groups
Materials: inflated balloon or beach ball
Formation: two rows
Directions: Seat children in two rows with legs placed approximately 1 foot behind each side of a center line. Toss up a balloon over the center line. Have children use any part of the body to push the balloon over the line to children on the other side. Players may cover any area after the starting toss.
To vary, have children sit or stand and push the balloon over the line with a broom or mop.

4. Sandbox Play

Skill(s): Pushing, Pulling
Number of Participants: small or large group
Materials: sandbox, toy trucks, cars, shovels, plastic containers
Formation: scattered
Directions: Encourage children to push and pull cars and trucks through the sand and to push sand into the containers. Have children push twigs into the sand to make trees in little sand villages, and push and pull a shovel or a block through the sand to make roads for the village.

5. Pushing a Box as a Group

Skill(s): Pushing
Number of Participants: small group
Materials: large cardboard box
Formation: scattered
Directions: During clean-up time or set up, encourage children to assist by pushing boxes of materials to the site. Several children can help one another to push the boxes, especially if they are somewhat heavy.

6. -
16. Everyday Experiences for Pushing

Skill(s): Pushing
Number of Participants: individual, small groups
Materials: pushbutton telephone, car horns, stapler, thumbtacks, swings, grocery carts
Formation: individual
Directions: There are many everyday experiences which can be used to reinforce pushing skills, including:

a) pushing buttons on a phone
b) ringing a doorbell
c) sounding a car horn
d) pushing thumbtacks into cardboard
e) pushing a swing
f) pushing a grocery cart
g) flushing a toilet
h) stapling papers
i) typewriter play
j) shoveling snow or dirt for a garden
k) mashing potatoes

PULLING

1. Tug-O-War

Skill(s): Pulling
Number of Participants: small or large groups
Materials: long, sturdy rope
Formation: two lines
Directions: Divide the children roughly in half to form two groups. Have each group grab hold of one end of the rope. Encourage each group to pull as hard as possible to try to bring the other over a line drawn between the two groups. Encourage children to pull with their entire bodies, leaning into the rope.

2. Sandbox Play (see Pushing #4)

3. Parachute Play

Skill(s): Pulling, Lifting
Number of Participants: small or large group
Materials: parachute, small balls or objects (optional)
Formation: circle
Directions: Have children stand in a circle, each grasping the edge of the parachute. With palms, up or down, have children grasp the edge band, pull outward, then lower or raise the arms. Instruct children to form a "merry-go-round" by walking or running to right or left while still grasping parachute.

To vary, introduce popcorn game: Have children grasp edge of parachute and make waves or ripples in an attempt to pop small balls or objects off the parachute.

4. String Painting

Skill(s): Pulling, Grasping
Number of Participants: small group
Materials: string, paint, paper
Formation: sit children at table
Directions: Give each child a large piece of paper, several colors of paint, and several pieces of string. Encourage children to pick up the string, dip the string into the paint, and pull the string across the paper to make designs.

5. Making Taffy

Skill(s): Pulling
Number of Participants: small or large group
Materials: taffy, butter
Formation: sit children at table
Directions: Follow directions for making taffy, and when taffy is able to be "pulled," encourage children to butter their hands and take some taffy to pull. If they are unable to pull it by themselves have them pull with a partner.

6. Vegetable Printing

Skill(s): Pulling, Pushing
Number of Participants: small or large group
Materials: vegetables cut or sliced (e.g., potatoes, onions, peppers), Tempera paints, large sheets of paper
Formation: sit children at table
Directions: Have children dip the flat, cut side of the vegetables into the paint, just to cover the flat surface. Encourage children to push the vegetable down on the paper and pull it up to make a print. Reinforce colors and foods while doing this activity.

7. Fishing

Skill(s): Pulling
Number of Participants: small or large group
Materials: fishing line, poles, or simple strings and sticks
Formation: sitting
Directions: Though fishing may not be an available activity in many locales, pretending is always fun, especially if the children can go to a nearby creek or pond. Encourage them to pull hard on the string to pull in their imaginary fish or have them "fish" in a surprise box, trying to hook a surprise package. Encourage children to pull on the string to get the package.

8. Dress Up Activities

Skill(s): Pulling
Number of Participants: small group
Materials: many kinds and sizes of dress up clothes, boots, shoes
Formation: scattered
Directions: While children dress up, encourage them to pull on boots or socks, sweaters or gloves.

LIFTING AND CARRYING

1. Lift and Pass

Skill(s): Lifting
Number of Participants: small or large group
Materials: ball, blocks of various sizes, shapes and weights
Formation: circle
Directions: Have children form a circle. Place blocks and balls in the center. Select one child to begin. Have this child choose a ball or block from the floor, lift it up, and pass it to the child on his right. Have the object passed completely around the circle. Continue the game with other objects of different sizes and weight.

2. Magic Ball

Skill(s): Lifting
Number of Participants: small or large group
Materials: nerf ball, carpet squares

Formation: circle
Directions: Have children seated in a circle on carpet squares. Have the ball passed around the circle as the following verse is spoken:

"The magic ball goes round and round
Pass it quickly, you are bound
If you're the one to touch it last
Then for you the game is past
You are out."

On the word "out," the child who has the ball must leave the circle for one turn.
To vary, have the children who are "out" stay out of the circle and those who are left continue the game until a winner is declared.

3. Parachute Games (see Pulling #3)

4. Medicine Ball Play

Skill(s): Lifting, Carrying
Number of Participants: small or large group
Materials: medicine ball
Formation: line
Directions: Encourage children to lift and carry a medicine ball for races and games. Any game which uses a ball that must be passed from one to another can be adapted and modified for medicine ball play.

5. Water Play with Buckets

Skill(s): Lifting, Carrying
Number of Participants: small or large group
Materials: water, buckets, sponges, outdoor area
Formation: scattered
Directions: A sunny summer day when it feels good to get wet is certainly cause for water play. On such a day, encourage children to lift and carry buckets of water to an outdoor area. Have them lift the bucket to water plants.
Vary by having them lift the buckets and pour water onto a large pice of heavy plastic. Have children run and slide on the wet plastic. Encourage children to lift and carry the buckets to and from the play area.

6. Moving Games

Skill(s): Block Building, Lifting
Number of Participants: small group
Materials: small trucks or wagons, boxes to build a house
Formation: scattered
Directions: Have children move building blocks from area to another. Encourage them to use various ways of transporting the building materials, e. g., wagons, trucks, buggies.
To vary, encourage children to lift and stack objects within the new house. Introduce smaller objects and have children lift and stack them. Encourage them to pack the wagon efficiently.

7-11. Everyday Experiences for Lifting and Carrying

Skill(s): Lifting, Carrying
Number of Participants: individual, small or large group
Materials: books, bags of groceries, snack items
Formation: individual
Directions: There are a variety of everyday activities involving lifting and carrying skills, including:

1) Lifting books onto a shelf during clean up
2) Carrying out the trash
3) Lifting snow to build a snowman or snow house
4) Carrying unbreakable dishes to and from the table
5) Carrying small bags of groceries

Encourage children to assist during tasks, asking them to help carry supplies to and from work areas. This also helps children to feel important and involved.

THROWING

1. Ring Toss

Skill(s): Throwing, Grasping

Number of Participants: one or more
Materials: plastic rings (can be cut from plastic coffee can lids), large cardboard boxes
Formation: line
Directions: Place the upright boxes on the floor. Tape a line for children to stand on while trying to throw rings into the boxes.
Vary the game by having children throw the rings at a large, upright stick placed on the ground.

2. Beanbag Throw

Skill(s): Throwing, Grasping
Number of Participants: one or more
Materials: beanbags, target, carpet squares
Formation: line
Directions: Have players stand on carpet squares 5 ft. from target drawn on the playing area, and toss bean bags at the target.
To vary, make a target and mount it on a wall. Use carpet squares to establish the throwing base. Have children stand on carpet squares 5 ft. to 8 ft. from the target. Encourage children to look at the target and throw the beanbags at target.
Vary the distance between the target and throwing base. Introduce equipment of various sizes and weights. String a net between the line and the target to encourage height and control of throw.

3. Pillow Fight

Skill(s): Throwing
Number of Participants: at least two
Materials: pillows, foam shapes, balls of soft material
Formation: scattered
Directions: Give signal for children to pick up pillows and throw them at one another. Have children continue throwing until signal is again given.
Emphasize safety, allowing the children to throw for a while before stopping them. Besides being fun, this activity is a good outlet for frustration and aggressive behavior.

4. Clean Out the Toybox

Skill(s): Throwing
Number of Participants: small or large group
Materials: net, several balls (or wads of newspaper secured with masking tape)
Formation: two lines facing each other
Directions: Arrange the children in two teams, one on each side of a net. Use half as many balls as there are children. On a signal, have children throw balls to the other side. Balls that land on one side must be picked up and thrown again. (Emphasize that only one ball should be thrown at a time.) Signal a second time for children to sit down. The team with fewest balls on its side is winner.
To vary, raise the net which divides the teams. Mark a new line several feet from the center dividing line. Have children throw balls without crossing this new line to encourage throwing for distance.

5. Modified Newcombe Ball

Skill(s): Throwing, Catching
Number of Participants: two groups
Materials: a net, or object to throw over, a playground ball
Formation: two lines facing each other
Directions:

1) Divide children into two groups, one on each side of the net.
2) Give the ball to one child to throw over the net to the other side.
3) Have a child on the other side catch the ball before it hits the ground and throw it back over the net.
4) Discontinue play when the ball bounces or is dropped.
5) Make sure the net is low enough to assure success.

To vary, have the ball caught after one bounce, or after two; throw it with one hand, throw it with two.

6. Modified Call Ball

Skill(s): Throwing, Catching
Number of Participants: small group
Materials: large playground or volley ball, large space
Formation: circle

Directions:

1) Have the children form a circle with one in the center, giving the center child a ball.
2) Have the center child throw the ball into the air while calling out the name of one of the children in the circle.
3) Have the child called try to catch the ball before it bounces.

Vary the directions: catch on one bounce, catch on two bounces.
Other variations: assign children colors or animals. When children hear their color called, they run to catch.
For very young children, it is advisable that the group leader take the center to assure every child has a turn. Also, small children cannot throw the ball straight up.

7. Throw and Run Softball

Skill(s): Throwing, Catching, Running
Number of Participants: small group
Materials: 6-inch playground ball, carpet square, masking tape
Formation: random
Directions: Have one child at "home plate." Position others randomly in the field. Mark the base with a carpet square.
Have the child at home plate throw the ball as hard and as far as possible then run to the base and back.
Have the fielder try to retrieve the ball and tag the runner with the ball before he can return to home plate.
Most children will require assistance to run to the base and return, at first, but will eventually learn the pattern. "Outfielders" will need assistance in remembering to hold the ball and tag the runner, or throw at the runner's feet.

8. Target Throw

Skill(s): Throwing
Number of Participants: one or more
Materials: beanbags, target on wall (colored paper taped to the wall)
Formation: line
Directions: Place a target on a wall at eye level of children. Tape a line for the children to stand on while throwing beanbags at the target. Gradually increase the distance between child and target.
To vary, raise the target. Use color coded target, and direct the children to throw matching colored beanbags at the target.

9. Throwing Sponges

Skill(s): Throwing
Number of Participants: one or more
Materials: sponges, buckets of water, a wall on the outside of a building or a pool
Formation: line
Directions: Have the children wet their sponges and throw them at the wall to make water designs. Or, in the pool, have them play catch with sponges.

10. Throwing Snowballs

Skill(s): Throwing
Number of Participants: individual, small or large group
Materials: snow
Formation: scattered
Directions: Encourage children to make and throw snowballs at targets such as trees, or into container such as barrels, or buckets.

11. Throw, Rebound, Catch

Skill(s): Throwing, Catching
Number of Participants: one or more
Materials: playground balls, wall or rebound net
Formation: line
Directions: Have children throw the ball at the wall or net, and try to catch it as it rebounds.

12. Basketball Throw

Skill(s): Throwing, Catching
Number of Participants: one or more
Materials: playground ball, basketball net
Formation: line

Directions: Have children throw balls in attempt to make a basket. Basketball hoops may be made by attaching a plastic container to a tree or post. This is always fun for children, as they see people in the community playing basketball. Be sure basket is low enough to assure success.

13. Throwing Race

Skill(s): Throwing
Number of Participants: small or large group
Materials: beanbags, erasers, a rope or cones to mark the finish line
Formation: line
Directions: Races, which need not be competitive may take many forms, for example: (1) Have children form lines of 3 or 4. Give the first child a beanbag. (2) Have child throw the beanbag, run, and pick it up. Child may repeat this process all the way to the finish line.

CATCHING

1. Hot Potato

Skill(s): Catching, Grasping
Number of Participants: small or large group
Materials: 2 7" - 10" rubber balls or 2 beanbags, music
Formation: circle
Directions: Have children seated in a circle. Pass the ball around the circle very quickly. Encourage controlled throwing and catching.
To vary, change the direction in which the ball is passed. Use music to designate speed.

2. Monkey in the Middle

Skill(s): Catching
Number of Participants: small or large group
Materials: rug squares, newspaper balls, nerf balls
Formation: circle
Directions: Have children begin in a circle with one child in the center. Have children throw the ball over the child in the center. Instruct child in the center to try to catch the ball. If the ball is caught, have the person in the middle change places with the person who threw the ball.
To vary, repeat the game with children seated in a wider circle.

3. Catching Games

Skill(s): Catching, Throwing
Number of Participants: at least two
Materials: ball or scarf
Formation: circle or pairs
Directions: Game can take various forms:

1) Have a child stand in the center of a circle and throw the ball. Have each child in the circle catch and throw the ball back to the one in the center.
2) Have two children throw and catch the ball with one another.
3) With a small group, the leader may throw a ball or scarf into the air for the children to try to catch.

4. Modified Newcombe Ball (see Throwing #5)

5. Call Ball (see Throwing #6)

6. Catch the Cane

Skill(s): Catching
Number of Participants: small or large group
Materials: a stick bat, long tube, wand or cane
Formation: circle
Directions:

1) Have the children form a circle.
2) Balance a cane on end and hold the top.
3) Call each child individually to run and catch the cane before it drops to the floor. Experiment to determine how far back the circle should be from the cane.

7. Scoop Catch

Skill(s): Catching
Number of Participants: at least two
Materials: plastic scoops (made from plastic milk or bleach bottles), tennis balls
Formation: pairs
Directions:

1) Divide the group into pairs of children.
2) Give each child a scoop and each pair a ball.
3) Have children take turns throwing the ball to one another and catching it in the scoop. To vary the activity, count how many catches each child makes.

8. Throwing and Catching at a Wall or Rebound Net (see Throwing #11)

9. Catching Balloons and Soap Bubbles

Skill(s): Catching
Number of Participants: individual, small or large group
Materials: soap flakes or soap bubble preparation
Formation: scattered
Directions: In an indoor or outdoor area, blow soap bubbles for children to run after and catch in their hands. Let children blow bubbles for partners to chase and catch. Blow up balloons and toss them into the air for children to chase and catch.

STRIKING

1. Circle Strike Ball

Skill(s): Striking
Number of Participants: small or large group
Materials: partially deflated beach ball, carpet squares
Formation: circle
Directions: Have children seated in a circle. Toss the ball from the center of the circle to the outside edge and have children strike the ball with a closed fist. Have children hit the ball across the circle. Encourage children to continue hitting the ball.
To vary, introduce a paddle or newspaper bat.

2. Suspended Ball

Skill(s): Striking
Number of Participants: small group
Materials: suspendable ball, a ball of soft material, or sem-inflated beach ball, suspended on a rope so that it can swing freely. (A ball can be tied inside a nylon stocking or sox.)
Formation: line
Directions: There are many activities using a suspended ball. The ball may be hit with hand or fist, a bat or stick, various body parts, while balancing on a balance disk.
Help children to plan and control their movements so that they are smooth and slow rather than explosive strikes. Speed and precision will come after measured, controlled movements are learned.

3. Modified Tetherball

Skill(s): Striking
Number of Participants: small group
Materials: tetherball; if not available, any suspendable ball
Formation: circle
Directions: Have children stand in a circle around a tetherball standard. Encourage the children to hit the ball as it swings around, using their hands and arms in a sidearm movement. Encourage children to try very hard to hit the ball and keep it moving. Supervise carefully so all hit in the appropriate direction.

4. Balloon Volleyball

Skill(s): Striking
Number of Participants: two or more
Materials: one large balloon per pair of children, a drum, rope or string lines are helpful to divide the area into courts
Formation: pairs

Directions:

1) Keep the rules simple. (It is generally more fun to omit score keeping.)
2) Have the players hit the ball until they get it across the line. Younger children may require demonstration and assistance to hit the ball rather than catch or throw it.

Vary the game by having the balloon play freeze at a drum signal. Give new directions. For example: "Hit with only one hand." "Hit with the other hand." Continue using different body parts.

5. Follow-the-String Golf

Skill(s): Striking
Number of Participants: small group
Materials: small ball, nylon stocking rackets, rope or string, large area
Formation: line
Directions: Zig-zag a rope or string line around the room or field. Instruct the children to tap lightly a newspaper or other small ball while following the string path, using the racket like a golf club.
Newspaper balls are made by crushing a sheet of newspaper and wrapping it with masking or scotch tape.

6. Push Ball Relay

Skill(s): Striking
Number of Participants: small to large group
Materials: 8" - 10" playground ball, stick for each group, large outdoor area
Formation: line
Directions: Have each child hit a ball over a goal line. Have the goal far enough away to require several successive hits.
Vary the game by adding obstacles between the starting and goal lines; use a smaller or larger ball; increase the distance to the goal.

7. Scooter Batball

Skill(s): Striking, Balance
Number of Participants: small group
Materials: scooterboards (1 foot-square board, with four swivel wheels), soft ball; bats or sticks are optional
Formation: scattered
Directions: Give each child a scooter board. Have children hit a ball with their hands while moving on scooters, either sitting or lying on their stomach. A goal may be introduced, but is optional. The children just really enjoy the excitement of scooting around and hitting the ball away from each other. Encourage the children to hit as hard as they can with their hands.

8. Nylon Stocking Rackets

Skill(s): Striking
Number of Participants: small to large group
Materials: nylon stocking rackets, balloons, string
Directions: To make the racket, a wire coathanger, a section of old nylon stocking, and a rubber band or wire tie are needed. Pull the coathanger into a diamond shape, and stretch the nylon stocking over the coathanger. Fasten the stocking at the neck of the coat hanger with a rubber band or wire tire. Bend the hook of the hanger into a closed loop. Draw a face on the racket with a magic marker if you wish.
Formation: line
Directions: With the racket, have children tap a balloon back and forth across a chalk or string line which has been placed on the floor or stretched high like a net.
Vary with "follow-the-string" golf.

9. Putt It

Skill(s): Striking
Number of Participants: small or large group
Materials: push broom, pucks, coffee cans, cardboard boxes, construction paper
Formation: line
Directions: Attach construction paper to floor as a putting tee. Have children form a line behind the tee. Sink coffee can or small boxes into sand or tape boxes onto the floor. Have children hit 3 pucks into the container from a specified distance, depending upon their individual abilities. Have them retrieve the pucks for the player that follows.
To vary, have children hit a smaller object into the container. Introduce the activity in the grass and use balls.

10. Hit-and-Run-Dodgeball

Skill(s): Striking
Number of Participants: small groups
Materials: baseball bat (plastic or wooden), a wiffle ball or a ball of soft material, or small (6") playground balls, a batting tee or traffic cone to hold ball, a few obstacles, a large space
Formation: line
Directions: Arrange a home plate (with tee) and a series of about 3 obstacles leading to a base with about 10 feet or so of space between the obstacles and 20 feet of space between home plate and the beginning of the obstacle. (Obstacle may include a ladder to run through, a couple of hoops to jump into.)

Child #1 bats a ball (on a tee, pitched, or rolled) and runs through the obstacle course while child #2 retrieves the ball. Child #1 is safe while on bases and while on obstacles. Between the obstacles, any fielder who has the ball (child #2) may throw or roll it at Child #1's feet. If the runner is hit, he cannot score a point. If he gets home safe, he scores a point. In either case, the turn passes on to the next child. Fielders may not get closer than 10 feet (or so) when throwing the ball. The runner may not "wait" in the safe zone, but must keep going.

To make the game easier or more difficult, add more or fewer, easy or difficult, obstacles; use larger or smaller balls; roll or pitch the ball instead of using a batting tee. Instead of using a bat, use a stick, a golf club, or no bat--the children may throw or kick the ball.

11. Batbal!

Skill(s): Striking
Number of Participants: two or more children
Materials: 7" rubber ball for each pair of children, a smooth hard surface, masking tape
Formation: pairs
Directions: Divide group into pairs of children, each with a ball. Tape a court, divided in the middle, on the floor as shown. Have players hit the ball back and forth into each other's court using an open hand. Introduce different patterns (e.g., one bounce, two bounces.) Use a smaller ball or paddles. Count how many times the ball is hit successfully, to encourage children to keep the ball in play.

12. Floor Hockey

Skill(s): Striking
Number of Participants: small group
Materials: lightweight hockey sticks (or broom handles), ball of soft material or a hockey puck, masking tape, a large cardboard box, a large area
Formation: scattered
Directions: This game is a modification of field or ice hockey; the major objective is to put the puck into the goal.

Encourage children to hit the puck toward the cardboard box lying on one side. As the children become more adept, position one as goalkeeper and encourage the child to hit the puck away as soon as it comes near.

Emphasize safety and encourage care in hitting the puck. Dispense with the confusion of teams and hold positions, having three or five children hit the puck.

Vary by having the puck hit through a series of obstacles to reach the goal.

13. Red and Blue City

Skill(s): Striking
Number of Participants: at least two
Materials: a lightweight hockey stick for each child (broomsticks might substitute) and a plastic puck for each pair of children, 3" x 5" colored cards for visual support (if necessary), a large area
Formation: random
Directions:

1) Have children stand 20 to 30 feet apart. Tell them "We're going to pretend that _____ (child #1) is sending a letter (the puck) across the land to Red City (on his partner's right), to Blue City (on the left) or to Green City (in the center or front of partner). Before _____ can send the letter he must "address it," that is, say where he wants to send it."
2) Instruct _____ (child #2) to prepare to receive the letter with the stick.
3) Have child #2 "address" the letter to the city he wants and return it to child #1.

Send the letter back and forth, requiring the children to verbalize various colors before hitting the puck.

CLIMBING

1. Climbing Playground Equipment

Skill(s): Climbing
Number of Participants: individual, small or large group
Materials: playground equipment

Formation: scattered
Directions: Encourage children to climb on playground equipment, such as a jungle gym or slide ladder. Encourage climbing onto a seesaw or merry-go-round. Vary the activity by making up races and tag games which involve climbing. Go to other playgrounds where there is different, unfamiliar equipment and encourage children to climb.

2. Climbing Hills, Paths

Skill(s): Climbing
Number of Participants: individual, small or large group
Materials: outdoor area
Formation: individual
Directions: On a nature hike, encourage children climbing up steep paths or hills, climbing up using rocks or trees as foot holds, if available. Under strict supervision, children can climb larger rocks and jump down.

3. Climbing Over Snowbanks

Skill(s): Climbing
Number of Participants: individual, small or large group
Materials: snow
Formation: small groups
Directions: Build huge piles of snow and encourage children to climb up and over the piles, digging their feet into the snow to climb.

4. Obstacle Courses

Skill(s): Climbing
Number of Participants: small group
Materials: climbing apparatus, if available, large boxes, ladders, steps, ropes, tires
Formation: scattered
Directions: Design an obstacle course involving climbing, using many different pieces of equipment to reinforce climbing. Stack tires for children to climb up, over, or into. Use rope ladders to provide a new kind of climbing experience. Encourage children to climb over large tree stumps, up onto chairs.

5. Climbing Ropes, Frames

Skill(s): Climbing
Number of Participants: small group
Materials: climbing rope and climbing frames
Formation: scattered
Directions: Encourage children to climb up and down climbing ropes and climbing frames, usually available in gymnasiums. Encourage pulling up with arms, and perhaps transferring from one rope or frame to another.

6. Jungle Gym Tag

Skill(s): Climbing
Number of Participants: 2-6, well supervised
Materials: climbing apparatus (jungle gym)
Formation: scattered
Directions: Have children try to tag each other while climbing. The one tagged becomes the tagger. Supervise players, emphasizing safety.

7. Do As I Do (see Static Balance #1)

8. Climbing Races (Relay)

Skill(s): Climbing
Number of Participants: small or large group
Materials: step stool, tape, blocks, ladders
Formation: two lines
Directions: Arrange a climbing obstacle course. At starting signal, have the first member of each team follow a designated climbing path over blocks and steps, etc. Have each member of the team follow until all children have had a turn.

To vary, introduce an obstacle course incorporating other skills. Have the children run through the obstacle course.

RUNNING

1. Sprinkler Play

   Skill(s): Running
   Number of Participants: small or large group
   Materials: lawn sprinkler, outdoor area
   Formation: random
   Directions: On hot summer days, it feels good to go in the sprinkler. Encourage children to run through the sprinkler and play tag games to cool off.

2. Do As I Do (see Static Balance #1)

3. Parachute Play (see Pulling #3)

4. Catching Bubbles (see Catching #9)

5. Train Stations

   Skill(s): Running, Jumping, Hopping
   Number of Participants: small groups
   Materials: string to represent the train track; objects such as chairs, books, or sheets of paper to mark the stations; a drum or whistle
   Formation: line
   Directions: Unwind the string to form a path around the room. The string path may be straight, curved, may go through tunnels (tables) or may zig-zag around large furniture. Each train station may be marked by a chair or two straddling the string. A few or many stations may be used. Start with 4 or 5, and assign one or two children to each station.

   Take time to explain the direction of the train. Have children point to their next station to be sure each knows where to go and where to stop. "When you hear the drum, the trains will begin to move. First, we'll pretend to be jumping trains; we'll jump along with one foot on each side of the string, until we get to our next station, where we'll stop and buy a sandwich." When children arrive at the first stop, let two or three name kinds of sandwiches which might be for sale. Have all pretend to buy and eat. "All aboard now. Everybody point to the next station." The leader can quickly spot who may be confused, and help that child point to the correct spot. "This time we'll be hopping trains. Hop to the station you pointed to. When we get there, we'll all buy something to drink." Have several other children name kinds of drinks and all pretend to buy and drink.

   Have children move around the track using various locomotor activities. At each stop, have children rest, discuss, and act out familiar travel activities: buy a comic book, take a picture, visit a store, or change clothes. Between stations, have them jump backwards, or sideways; jump zig-zag along the track; take giant steps or baby steps; do jumping jacks; or animal walks.

   Stop the game at a point before children tire of it. To vary, let children take turns deciding how they will move to the rest stop.

6. Rig-A-Jig-Jig

   Skill(s): Running
   Number of Participants: small or large group
   Materials: a rope on the floor to make the circle is helpful but not necessary
   Formation: circle
   Directions: Have children stand in a circle except for child #1, who walks around the outside of the circle. Have the group sing the following verse very softly.

   Song: "As John (or whoever) was walking down the street,
   down the street, down the street.
   A friend of his he chanced to meet, Hi-ho, Hi-ho, Hi-ho!"

   Chorus: "Rig-A-Jig-Jig and away we go, away we go, away we go.
   Rig-A-Jig-Jig and away we go, Hi-ho, Hi-ho, Hi-ho!"

   The word "friend" is a signal for child #1 to pick a partner. The two run, skip, jump, etc. around the circle. Child #1 goes back to child #2's empty space. As they move, have the group begin to clap and sing more loudly.

7. Follow the Snake (see Walking #1)

8. Duck-Duck Goose

   Skill(s): Running
   Number of Participants: small group
   Materials: tape or chalk
   Formation: circle

Directions: Instruct children to sit in a circle. Have one child walk around the outside of the circle, tapping each child on the shoulder, and saying "duck." After tapping no more than five or six ducks, the child must tap someone, saying "goose!" and then the goose must chase the child back to the empty spot in the circle. (Some children may need help in finding the spot. They may also require help in deciding when to say "goose.") The turn passes on.

9. Drop the Flag

Skill(s): Running
Number of Participants: medium or large group
Materials: bandanna, scarf or beanbag for the "flag"; a rope or chalk line
Formation: circle
Directions:

1) Choose one child to walk around the outside of a circle of players.
2) Instruct this child to drop the flag behind the feet of another in the circle.
3) Have the second child pick up the flag and chase the first back to the vacant spot in the circle.

Regardless of whether or not the first child is caught, the turn passes on to the second child who drops the flag behind another who has not had a turn.

Young children may need assistance in finding their places in the circle. Even those not running learn from watching the activity, predicting where the flat may be dropped and noting the sequence and rhythm of the game.

10. Giants and Dragons

Skill(s): Running
Number of Participants: medium or large group
Materials: line marker (rope, string), large area
Formation: two groups
Directions:

1) Make sure players know what giants and dragons are. Very young children will need to be led through the first game.
2) Divide the group in half behind boundary lines of 15-20 feet (the "giants in their castle" on one side and the "dragons in their caves" on the other). Players may not cross boundaries.
3) With a signal by the leader to start, giants tiptoe toward the dragons cave and dragons get ready chase.
4) When giants are very close, leader signals "The dragons are coming!" and the giants run home.

11. Rolling Down The Tube

Skill(s): Running
Number of Participants: one or more
Materials: carpet rolls (inserts from any carpet center), cottage cheese containers, plastic practice golf balls, plastic containers or buckets
Formation: line
Directions: Set carpet tube on incline between braces. Have children place a golf ball in the tube, then run to the other end, catching the ball in a cup.
To vary, introduce shorter tubes or increase the downward angle.

12. Fish Net

Skill(s): Running
Number of Participants: medium or large group
Materials: large play area
Formation: circle
Directions:

1) Divide group into two parts, "fish" and the "net."
2) Form a "net" by having children stand in a circle holding hands.
3) On the signal, have "fish" run around the play area.
4) Have "net" move, without dropping hands, by running after a fish and lifting arms to surround the "fish."

If the children drop their hands, the "net" has a hole in it and the "fish" can escape.

Encourage the children to be safe and considerate while running and holding one another's hands. Make boundaries for the "pond" where the caught fish must stay.

13. Catching Fish

Skill(s): Running
Number of Participants: medium or large group
Materials: a long string, rope, or other divider; a tom-tom or whistle
Formation: scattered
Directions:

1) Divide the room in half, tying the rope to two chairs. Have children all stand in one-half of the room - The "river" - the other half is the "pond."
2) Story: A farmer (the leader) wants to get some fish to put into his pond. He goes to the river, looking for the best fish, telling the fish to move in various ways at the signal of a tom-tom.
3) At the second signal (tom-tom), have the children stoop and freeze. The last one down must crawl under the rope to the "pond." Fish who go to the pond should continue to move on the signal. The very last one or two players to get "caught" are the day's winners.

Possible ways of moving: at the first signal, fish move with giant steps. If they touch others or furniture they are "caught," and must go to the pond. They may move backwards, forward, sideways, on heels, on toes, run on tiptoe, skip, hop, jump, as well as use their hands in various ways. They may take giant or short steps.

This slightly competitive game holds the children's interest while they routinely practice skills. It teaches children that getting "caught" is part of the fun as well as a role change.

JUMPING

1. Stop and Go

Skill(s): Jumping
Number of Participants: small or large group
Materials: chairs, drum
Formation: circle
Directions: Arrange chairs in a circle. Have children jump around the circle and when the drum stops have them search for a chair. Children who do not find a chair must come to the inner circle and help keep time to the drum beat by clapping.

To vary, introduce the game using recorded music.

2. Jump Box Activities

Skill(s): Jumping
Number of Participants: small group
Materials: jump box (or chair or stool), board, ramp, mats
Formation: line
Directions: The jump box is used mainly in activities which involve jumping down from an object. The jump box, easily constructed from plywood, is simply a wooden cube. The objective is to have a safe, sturdy box for jumping, superior to a chair or stool in that it does not tip easily.

Encourage children to place the board so that they can crawl, walk, creep, and animal walk up the ramp to the jump box. Encourage jumping down into hoops, tires, or taped squares on mats. Encourage children to use the jump box when constructing obstacle courses.

3. Pop! Goes the Weasel!

Skill(s): Jumping
Number of Participants: small to large group
Materials: none
Formation: circle
Directions: Have children stoop in a circle, finger tips resting lightly on the floor for balance. Explain that children will sing the song and leader will sing "Pop," and that "Pop" is the signal to jump.

Vary the spacing between "Pops," so that sometimes it comes immediately and sometimes children must wait three, five, or even ten seconds before the signal.

Words

All around the cobbler's bench
The monkey chased the weasel,
The monkey thought 'twas all in fun,
Pop! Goes the weasel!

A penny for a spool of thread,
A penny for a needle,
That's the way the money goes
Pop! Goes the weasel!

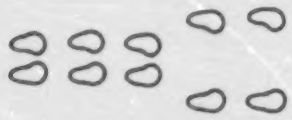
Vary by having children play the game hiding in large cardboard boxes or barrels or behind chairs.

4. Animal Tracks

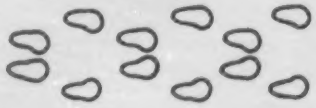
Skill(s): Balance, Jumping, Hopping
Number of Participants: small to large group
Materials: masking tape, chalk, or adhesive-backed shelf paper
Formation: line
Directions: With masking tape (on a hard surface) or with chalk (on a carpet), place marks to jump on across the floor about one and one-half feet apart; use a very simple pattern for young children, increasing difficulty with age and/or ability.

Vary the activity by cutting footprints out of adhesive-backed paper. Have children jump through the tracks that "an animal has left in the snow."

STAGE I



STAGE II



5. Train Stations (see Running #5)

6. Jump Rabbit, Jump

Skill(s): Jumping
Number of Participants: one or more
Materials: hula hoops, beanbags
Formation: line
Directions: Hula hoops are placed in a row upon the floor. Have children jump from one hoop to the other. At the end of the course, direct children to pick up a beanbag and jump to the starting position.

To vary, have children start from a squatting position. Spread the hoops around the floor and have children run and jump into the hoops. Have children toss the beanbag into the hoop, jump in and pick it up.

7. Toss-Jump-Pick, or Toss-Hop-Pick

Skill(s): Jumping
Number of Participants: small to large group
Materials: beanbag
Formation: line
Directions: Demonstrate and have children practice to be sure that all understand the activity. Can be used as a race for older children.

Start by having all children standing on one line. Tell the children: "Toss the beanbag in front of you onto the floor, any distance you can jump over. Now, jump over the beanbag so that all parts of your feet are in front of the beanbag. If you do not quite make it, pick it up and try again." (When the children successfully jump over, encourage them to pick up the bag without moving their feet, and repeat.)

Many children will need considerable practice to judge what distance to throw the bag so that they can jump over it.

8. Ladder Play

Skill(s): Jump, Walk, Run, Balance
Number of Participants: small groups
Materials: a ladder placed flat on the floor; if a ladder is not available, one can be "drawn" on the floor with masking tape or chalk
Formation: line
Directions: There are many excellent activities to be done on a ladder. For older or more able children, counting and number concepts can be added.

Have children walk through (or run through, or jump through with two feet into each square, with one foot into each square, and with one foot inside each square, and one foot outside the ladder.

Instruct children to jump into every other square, or move forward, sideways or backwards through the ladder or walk on the rungs only, walk on the sides only.

Repeat activities with ladder raised or with secured blocks. It is suggested that this activity be done in small groups for more participation and less waiting for turns.

9. Jumping Races

Skill(s): Jumping
Number of Participants: small or large group
Materials: pillowcases, beanbags, balloons

Formation: side by side

Directions: Start by having each child step into a pillowcase. Encourage children to hold onto the pillowcases and jump to a finish line. Vary the activity by having children jump to a goal holding beanbags between their knees. Jumping races can involve children in jumping while holding balloons. Have children place balloons in a box, and then run back to their places quickly. Any races and games which use locomotor skills such as running or walking can be adapted to use jumping.

10. Hoop Jump or Hop

Skill(s): Jumping, Hopping
Number of Participants: small or large group
Materials: hula hoops or ropes or chalk circles placed in a row
Formation: line

Directions: Demonstrate jumping in the hoop or circle. Discuss counting while jumping. (If children are unable to count, count for them.)

Have child walk into the first hoop, jump once, and count "one" aloud. Have the child walk into the second hoop, jump twice, counting "one, two" aloud. Continue this pattern through a series of hoops. (To help children learn to count, encourage imitation of the leader's counting while they jump.)

This game could be part of an obstacle course.

11. Jumping In and Out of Tires and Hoops

Skill(s): Jumping
Number of Participants: small group
Materials: tires, hoops, or taped circles on the floor
Formation: line

Directions: As part of an obstacle course, encourage children to jump into and out of hoops and tires. Vary the activity by requiring children to jump into the tire or hoop, jump a specified number of times, then jump out.

12. Jump the Shot or Hop the Shot

Skill(s): Jumping, Hopping
Number of Participants: large group

Materials: a rope about 10 feet long and any ball or small weighted object tied at one end, such as a beanbag wrapped in a cloth, or an old deflated rubber ball. A tetherball works well, but requires quite a high jump. A wiffle ball on a rope can be used for variations.

Formation: line

Directions: Have children stand around the circumference of a large circle. Have a child or leader stand in the center and swing a ball in a circle. This ball should skim along the ground or floor. As the ball approaches the children's feet, instruct them to jump over it. Children who have difficulty with timing and jumping should practice easier jumping games, such as a trampoline, jumping over a slowly swaying rope, trying to "catch" (step on) a rope being dragged on the floor, or jumping over a rolled ball.

13. Jumping Rope

Skill(s): Jumping
Number of Participants: small group
Materials: rope, at least 4-5 feet long
Formation: line

Directions: While two leaders hold the ends of the rope, encourage children to jump over the rope, gradually increasing the height until someone misses. Vary the activity by wiggling and shaking a low rope, and encourage children to jump over the wiggly rope without touching it.

HOPPING

1. On and Off the Blanket

Skill(s): Hopping, Jumping, Balance
Number of Participants: small to large group
Materials: an old blanket or bedspread, or a large square drawn with chalk or tape on the floor
Formation: circle

Directions: Have children stand around the blanket, awaiting the signal--"everyone"--to jump: At "Everyone hop on the blanket," all hop on. At "Everyone hop off the blanket," all hop off.

Vary the commands: fast, slow, loud, and soft. A penalty of a lost turn may or may not be given to those who jump or hop without the signal. Note: Use "Simon says" for a signal if this makes the command easier to follow.

2. Hoop Hop (see Jumping #10)

3. Rhythmic Hop

Skill(s): Hopping
Number of Participants: small or large group
Materials: records, record player, drum to beat rhythm
Formation: scattered, circle
Directions: Encourage children to hop to the rhythm of the music, while a leader beats out the rhythm on the drum. Encourage children to hop quickly to fast music, slowly to slow music. (Hopping for long periods of time can be very tiring. Use music which incorporates many varying rhythms for short periods.)

4. Hopping Walk

Skill(s): Hopping
Number of Participants: small or large group
Materials: park area
Formation: pairs
Directions: Instead of taking a nature walk, take a nature "hop," and encourage children to hop along paths and trails.

5. Bunny Hop (see Dynamic Balance #4)

6. Train Stations (see Running #5)

7. Thousand-Legged Worm

Skill(s): Hopping
Number of Participants: small to large group
Materials: drum

Song: (tune of "Polly Wolly Doodle")

"Oh, tell me," said the thousand-legged worm,
Has anyone seen a leg of mine?
If it can't be found, I'll have to hop around (or jump, walk, skip)
On the other nine hundred ninety-nine."

Chorus: Hop around; Hop around;
On the other nine hundred ninety-nine
If it can't be found, I'll have to hop around
On the other nine hundred ninety-nine.

Formation: circle
Directions: There are many minor skills to be practiced separately before the "thousand-legged worm" train can be put together.

1) Have children learn to clap with rhythm of song while seated.
2) Have children practice tapping foot seated and/or stamping foot standing in place and/or swaying while standing in place.
3) Have children practice walking or moving around slowly (as in marching).
4) When children are familiar with the song and its rhythm, they may start to build trains of 3 or 4 children. Practice marching with children while they hold lightly onto one another's shoulders.
5) While singing the song, choose various locomotor patterns to insert into the verse. Vary the activity by moving around through obstacles.

8. Indian Walk Through the Woods

Skill(s): Hopping
Number of Participants: small to large group
Materials: none
Formation: circle
Directions:

1) Tell a story about Indians who move very quietly in the woods. Tell the children, "We are all going on an Indian walk through the woods."
2) Leader walks around a circle of children, tapping them on the shoulder saying, "follow me." When all the children (no more than five or six) have formed a line, take them for a walk through the area (playground or gym) in absolute silence.
3) While walking, place arms in various visible positions for children to imitate. These may include: arms outstretched; right arm up, left down; hands on head, or hips; arms flapping. Movement may include: jumping, hopping, turning, bending; backwards, sideways; marching and so forth.

4) Instruct players to run back to starting position at the signal, "Everyone run home!" Tell them not to touch anyone or anything. Vary in a large group by having two or three "Indian Chiefs" (leaders) simultaneously. For more variety, line(s) could move through obstacles.

9. Toss-Hop-Pick (see Jumping #7)

10. Hop the Shot (see Jumping #12)

11. Hopscotch (see Static Balance #6)

KICKING

1. Kicking While in Pool or Bath

Skill(s): Kicking
Number of Participants: small or large group
Materials: pool or bathtub, kickboards, optional
Formation: circle
Directions: While children are in a swimming pool, encourage them to kick and swing their legs in the water. Encourage parents to have children kick while in the bath at home. Vary the activity by having children kick foam objects from the side of the pool, and jump into the water to retrieve them.

2. Kicking Soft Objects

Skill(s): Kicking
Number of Participants: small or large group
Materials: soft balls, and objects, such as foam, fleece, or newspaper balls, and foam shapes
Formation: pairs
Directions: Encourage children to kick soft objects to one another. Vary the activity by having the children roll a soft ball to a partner, and having the partner kick it. A leader can roll the ball to each child to kick, encouraging children to wait their turn and share with others.

3. Kicking Non-Rolling Objects

Skill(s): Kicking
Number of Participants: individual, small group
Materials: foam cubes and shapes
Formation: circle
Directions: While seated in a chair or standing, encourage children to kick a foam cube or shape that does not roll. Encourage children to swing their legs to kick the object. (Use a non-rolling object to allow a greater kicking surface and to eliminate the possibility of the foot missing or rolling over objects.)

4. Kicking a Stationary Football

Skill(s): Kicking
Number of Participants: individual, small group
Materials: football tee, football
Formation: line
Directions: Encourage children to kick a football from a tee. Remind them to swing the kicking leg and to look at the football as they kick.

5. Circle Kickball

Skill(s): Kicking
Number of Participants: small group
Materials: playground or soccer ball, or ball of soft material; string or chalk line to mark a circle
Formation: line
Directions:

1) Have children stand in a circle, holding hands.
2) Ask a child to kick the ball across the circle, calling out the name of the intended receiver.
3) Have the receiver kick the ball to someone else.

Encourage the children to call out the names of others to whom they kick, to continue kicking the ball, and to keep it in the circle by moving to align themselves with the ball.

6. Kick and Catch

Skill(s): Kicking, Catching
Number of Participants: one or more

Materials: rubber balls (semi-deflated), beach balls, carpet squares as markers
Formation: line
Directions: Have children stand on carpet square and kick the ball to the wall. Instruct children to catch the ball on the rebound.

To vary, experiment with kicking with different parts of the foot (e.g., inside of foot). Have children kick the ball at specific marks or targets on the wall.

7. Kicking Races

Skill(s): Kicking
Number of Participants: one or more
Materials: ball to kick, one per child; large area
Formation: scattered
Directions: Give each child a ball. Have children kick the ball as hard as they wish, chase it and follow its course. Vary the activity by calling out various locomotive movements which can be used, such as "hop to chase the ball."

8. Kicking and Chase

Skill(s): Kicking, Balance
Number of Participants: one or more
Materials: object to kick (ball, can)
Formation: scattered
Directions: Have children kick an object and chase it. Have children kick with both right and left foot.

9. Kick-the-Can

Skill(s): Kicking
Number of Participants: small or large group
Materials: coffee cans, cardboard cylinders, juice cans
Formation: line
Directions: Encourage children to kick the can (cylinder) toward a goal. Vary the activity by making it a race. Encourage them to kick the can as hard as they can, chase it as it rolls, and kick it again.

10. Kicking Bowling

Skill(s): Kicking
Number of Participants: one or more
Materials: plastic bowling bins, large cardbaord blocks or oatmeal boxes, playground balls
Formation: line
Directions: Place pins in front of a wall or board. Have the children kick the ball to knock down pins.

11. Scooter Kickball (Soccer)

Skill(s): Kicking, Balance
Number of Participants: one or more
Materials: scooterboard for each child, ball of soft material
Formation: scattered
Directions: Have children sit on scooterboards and kick the ball toward a goal or box lying on its side.

Encourage them to use various parts of the foot--instep, side, ball, heel. The game resembles soccer. Goals are not necessary, since children enjoy simply scooting around, kicking and chasing the ball.

12. Modified Soccer

Skill(s): Kicking, Running
Number of Participants: small group
Materials: soccer ball, large area
Formation: scattered
Directions: Encourage children to kick with various parts of the foot and run after the ball. Goals are optional, since the "team" concept is difficult to learn at an early age.

13. Kicking while Dancing

Skill(s): Kicking
Number of Participants: small or large group
Materials: records, record player
Formation: circle
Directions: Many dances require kicking movements, such as the "Mexican Hat Dance." Modify dances for children, as necessary. Substitute kicking for other steps. Have children make up their own dances, as well as showing them simple movements to imitate.

GRASPING

1. How Many Can You Grasp?

Skill(s): Grasping
Number of Participants: at least two
Materials: large bowl full of sponges, beads, blocks, or other small objects
Formation: circle
Directions: Have children take turns reaching into the bowl and grabbing as many objects as one hand can hold. Direct children to place the objects on the table and count their total.
To vary, using smaller objects, encourage children to use a pincer grasp and pick up one item at a time.

2. Peg Board Game

Skill(s): Grasping
Number of Participants: at least two
Materials: pegboards, pegs
Formation: circle
Directions: Using small pegboards, encourage children to place pegs following a design drawn on the board.
To vary, have children vary designs according to colors and number of pegs. Encourage them to make up their own design for each other to reproduce. Use commercial pegboard set with trees, cars, house, etc.

3. Parachute Play (see Pulling #3)

4. Beanbag Throw (see Throwing #2)

5. Making Newspaper Balls

Skill(s): Grasping
Number of Participants: small or large group
Materials: newspaper, plastic food storage bags, tape or wire ties
Formation: sit children at table
Directions: Encourage children to crumple newspaper into balls. Stuff the crumpled newspaper into plastic bags and close with tape or wire ties. Use the balls in games when balls of soft material are required.

6. Rhythm Instuments

Skill(s): Grasping, Hammering, Walking
Number of Participants: small or large group
Materials: rhythm instruments (sand blocks, tamborines, sticks, drums, xylophone, etc.)
Formation: circle
Directions: Encourage children to use instruments in rhythmic accompaniment to recorded music or in a Rhythm Band March or Parade.

7. Feelie Box

Skill(s): Grasping
Number of Participants: small group
Materials: small objects such as blocks, balls, spools, cups, rings, keys, etc., large cardboard box, covered by cloth with a hole in it
Formation: line
Directions: Fill the Feelie Box with small objects and cover with a cloth with a hole large enough for a child to reach through. Encourage children to name objects as they withdraw them. Allow children to keep correctly named objects until the end of the game. To make the game more difficult let children try to name the objects based on how the objects feel before they are withdrawn from the box.

8. Picking Flowers, Berries, Apples

Skill(s): Grasping
Number of Participants: small or large group
Materials: buckets or baskets, nearby farm
Formation: scattered
Directions: Many farms provide opportunities for the public to pick fruits and vegetables for a small fee. Make arrangements to take children to pick fruits and vegetables and encourage them to grasp the items and put them into their baskets.

9. Scavenger Hunt

Skill(s): Grasping
Number of Participants: small or large group
Materials: small paper bags, small objects such as candy, colored blocks, spools, etc.

Formation: scattered
Directions: Scatter small objects around an area, such as a playground, so that children must search for them. Encourage children to find and pick up the objects and place them in their bags. Vary the activity by using objects which are specifically colored to reinforce color concepts, such as objects which are blue, or green.

10. Bottle Cap Game

Skill(s): Grasping
Number of Participants: small group
Materials: bottle caps, containers
Formation: circle
Directions: Scatter bottle caps on floor. Encourage children to pick up the caps and place into containers. Vary the activities by color-coding caps and containers, requiring the children to match the colored caps with the appropriate containers.

11. Sponge Painting

Skill(s): Grasping
Number of Participants: small group
Materials: sponges cut into small pieces, paint, paper
Formation: sit children at table
Directions: Give each child a large piece of paper, some paints, and pieces of sponge. Encourage children to pick up the sponge, dip it into paint, and press it onto the paper to make designs.

12. Clothesline Colors

Skill(s): Grasping
Number of Participants: small to medium group
Materials: color-coded clothespins, clothesline, rope or string with corresponding color-coded area marked off
Formation: circle
Directions: Give each child, in turn, a colored clothespin to clip on the matching color over the clothesline.

To vary:
1) Give the children non-colored pins and tell them to clip the pin on a specific color.
2) Provide each child with a plastic milk carton containing different color-coded clothespins. Have child shake out one pin at a time and run, hop, jump or walk to the line to clip the pin on the matching color. Have child repeat the activity until all the clothespins have been put on the line.
3) After all the pins have been clipped, have child unclip a specific color and return it to the milk carton.

13. Steal the Club

Skill(s): Grasping, Running
Number of Participants: medium to large group
Materials: Indian club, carpet squares
Formation: circle
Directions: Arrange the children in a large circle with an Indian club in the middle. Designate one child to stand in the middle and "guard" the club. Have each child in turn try to steal the club and run back to his carpet square without being tagged by the guard. If a child is tagged, he becomes the new guard.
To vary, have two children or the leader demonstrate the game. Substitute a beanbag or sponge ball for those who have difficulty in grasping.

BLOCK BUILDING

1. Nesting Block Activities

Skill(s): Block Building
Number of Participants: small group
Materials: nesting blocks, nesting bowls, screw together barrels
Formation: circle
Directions: Encourage children to stack and build with the blocks or bowls, placing them on top of one another to build, and inside one another when it's time to put them away.

2. Block Head

Skill(s): Block Building
Number of Participants: small group
Materials: large cardboard blocks, or boxes
Formation: circle
Directions: Encourage the children to take turns building a tower with blocks and boxes. The object is to build as tall as possible without knocking the tower down. Count the blocks with the children as they build the tower.

3. Pass and Stack Relay

Skill(s): Block Building
Number of Participants: small group
Materials: small tray, blocks, boxes or other stackable items
Formation: circle
Directions: Pass a tray or box around the circle. Have children stack one object.
To vary, start stacking on floor or table, have children file around the building adding one object each turn.

4. Sorting Games

Skill(s): Block Building
Number of Participants: small group
Materials: colored blocks, cubes, spools, coins
Formation: circle
Directions: Encourage children to sort and stack objects according to color or type of object. Mix a variety of objects in a large box and encourage children to select objects from the box which are alike and stack them together.

5. Popsicle Stick Structures

Skill(s): Block Building
Number of Participants: small group
Materials: popsicle sticks, white glue
Formation: sit children at table
Directions: Encourage children to glue popsicle sticks together to make houses, fences, designs, etc. Have children glue ends and stack them together alternately or glue sides of sticks and press together.

6. Rock Sculpture

Skill(s): Block Building
Number of Participants: small group
Materials: rocks, pebbles, white glue
Formation: pairs, sit children at table
Directions: Encourage children to find rocks and pebbles on a hike. Have children stack and glue the rocks and pebbles together to make sculptures. Paint when dry.

HAMMERING

1. Musical Hammer

Skill(s): Hammering
Number of Participants: small group
Materials: music with various rhythms, mallets, nails started in boards
Formation: sit children at table
Directions: Start the music and have children hammer in time to the music (fast, slow). Encourage them to hammer the nails in completely before the music stops.
To vary, encourage children to hammer longer nails and to start them by themselves.

2. Hammer It Down

Skill(s): Hammering
Number of Participants: at least two
Materials: wood, nails, mallets
Formation: sit children at table
Directions: Give children a piece of wood with one or two nails already embedded in it. Encourage them to race to "Hammer It Down."
To vary, use different sizes of nails. Use different objects for hammering (block, stone, hammer).

3. Typewriting

Skill(s): Hammering
Number of Participants: 1 child per typewriter
Materials: old typewriters, paper
Formation: sit children at table
Directions: Obtain an old typewriter and encourage children to press and push keys to "type." Encourage them to hit the keys with their fingers and perhaps to type out their name.

4. Tent Set Up

Skill(s): Hammering
Number of Participants: small or large group
Materials: tent, poles and stakes, hammers
Formation: circle, scattered
Directions: Encourage children to assist in putting up a tent to play in. Demonstrate how to place stakes and hammer them into the ground with a hammer. Encourage children to hammer the stakes and poles into the ground.

5. Building Craft Projects

Skill(s): Hammering
Number of Participants: small group
Materials: small pieces of wood, nails, hammers
Formation: sit children at table
Directions: Children may use hammers and nails to build boats, birdfeeders, or planters. Encourage children to hold the nails and hit with a hammer.

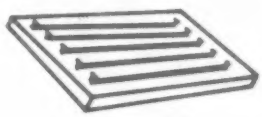
6. Making Musical Instruments

Skill(s): Hammering
Number of Participants: small group
Materials: hammer, nails, wood, rubber bands, bottle caps
Formation: sit children at table
Directions: Musical instruments can be made in several ways. Here are two which involve hammering:

1) Bottle cap shaker: Using narrow strip of wood (about the size of a 12" ruler) nail 2 bottle caps back-to-back onto wood. Puncture bottle caps before mailing to allow the caps to slide freely up and down on the nail.

As children shake the wood, the bottle caps click together. Put several sets of caps on the board for more sound.

2) Rubber Band Guitar: Hammer several nails into a piece of wood, like this:



Stretch different lengths of rubber bands across the nails and have children pluck the rubber bands to make different sounds.

POURING

1. Pour and Pass

Skill(s): Pouring
Number of Participants: small group
Materials: pitcher, cuts, bowls, dry goods
Formation: sit children at table
Directions: Sit the children at the table. Have individuals pour dry contents into a container and pass it on. Encourage the last child to pour from a large container back into a small container.
To vary, have the children pour from smaller containers. Encourage children to pour liquids in an outside area or a swimming pool. Pour oils and waters of different colors. The weights will create various designs.

2. Listen and Pour

Skill(s): Pouring
Number of Participants: small group
Materials: cups, bowls, cans, tubs, pots, pans
Formation: scattered
Directions: Set out various types of containers. Name a specific container for each child to pour into. Vary the containers names for each child.
To vary, encourage the children to name containers for other children to pour into.

3. Rice Table Activities

Skill(s): Pouring
Number of Participants: small group
Materials: rice table or shallow cardboard boxes, rice, various plastic containers (cups, pitchers, shovels)
Formation: circle
Directions: Encourage children to pour rice from one container to another during play. Encourage one-handed and two-handed pouring from small and large containers.

4. Water Table Activities

Skill(s): Pouring
Number of Participants: small group
Materials: water table or shallow tubs or buckets, various plastic containers (pitcher, bowls and cups), food coloring (optional)
Formation: circle
Directions: Encourage children to use the containers to pour water from one container to another during play.

5. Pool Activities

Skill(s): Pouring
Number of Participants: small or large group
Materials: plastic containers (cups, pitchers, buckets), pool
Formation: circle
Directions: Encourage children to use container to pour water while in the pool. Create circle games. For example, have children stand in a circle, each with a container. Pour water into children's containters and encourage them to pour water into the container of their neighbors. Continue play around the circle, make a race between two groups. For example, place a bucket on the side of the pool and have children dip and pour water into the bucket as quickly as they can. The first group to fill up the bucket wins.

6. Watering Plants

Skill(s): Pouring
Number of Participants: individuals, small or large group
Materials: watering can, plants
Formation scattered
Directions: Encourage children to water plants in the room or outside the facility. Provide a container of water for each child and encourage children to walk around and water the plants in the area. Talk about how plants use the water to help them grow.

7. House Play

Skill(s): Pouring
Number of Participants: small group
Materials: house play "corner" optional, dress up clothes, kitchen and household containers
Formation: scattered
Directions: Encourage children to dress up and play house. Discuss how different people in the house have different jobs: For example, Daddy may wash the dog today, and sister may make juice for breakfast. Provide shallow tubs of water and plastic containers for children to use during their play.

8. Assist During Snack and Lunchtime

Skill(s): Pouring
Number of Participants: individuals, small group
Materials: milk, juice, pitcher, cups
Formation: sit children at table
Directions: Encourage children to assist during snack or lunchtime by pouring juice or milk into cups for each other.

9. Cooking Projects

Skill(s): Pouring
Number of Participants: small group
Materials: cooking ingredients, cooking implements and containers
Formation: stand at table
Directions: Cooking is an activity which naturally lends itself to participation. Encourage children to assist in measuring ingredients and pouring them into a bowl. Encourage them to mix and stir and talk about what they are doing. Of course, the best part is tasting the creation, so make sure there is enough for all.

10. Weight and Measure Activities

Skill(s): Pouring
Number of Participants: small group
Materials: small plastic containers, sand, colored rice, water, a balance scale
Formation: stand at table
Directions: Encourage children to pour varying amounts of sand, water, or rice into plastic containers and weigh them to see which is heaviest. Provide lines on bottles and bowls for the children to pour up to.

11. Making Terrariums, Aquariums

Skill(s): Pouring
Number of Participants: small or large group
Materials: container for terrarium or aquarium, colored gravel, sand
Formation: sand
Directions: While making terrarium or aquarium, encourage children to pour sand and gravel into the container when needed.

DRAWING

1-4. Drawing in Different Media

Skill(s): Drawing
Number of Participants: one or more
Materials: glass wax, clay, sand, pudding, fingerpaint, sticks, toothpicks
Formation: sit children at table
Directions: Have children draw on different surfaces using a variety of implements

1) drawing in glass wax with fingers
2) drawing in pudding or finger paints
3) drawing in clay with sticks, toothpicks, etc.
4) drawing in sand with sticks

5. Painting with Brushes and Water on the Sidewalk

Skill(s): Drawing
Number of Participants: small or large group
Materials: buckets filled with water; various sized brushes from small, tapered ones to 3"-4" wide brushes; a brick or cement
Formation: scattered
Directions: A hot summer day is a good time for water play, and this activity can take place just about anywhere there's a house or sidewalk. Encourage children to dip their brushes in water and draw and paint pictures with the water on the sidewalk or building.

6. Elastic Eight

Skill(s): Drawing
Number of Participants: small group
Materials: chalk and chalkboard, or large paper
Formation: circle
Directions: This is an activity requiring individual supervision. On the chalkboard, draw a small eight on its side ( ). Pretend with the child that the eight is made of elastic, and that each time the child draws over it with the chalk, it will stretch a little more. Demonstrate by drawing the first few times for the child. Assist him in "stretching" the eight himself. With each tracing, the design grows a bit wider, and the child reaches to the right, and to the left across his body. Vary the activity by using different colored chalk. Color in the design when finished. (It is preferable to be standing while doing this activity.)

7. Tracing Shapes

Skill(s): Drawing
Number of Participants: one or more, small groups
Materials: large cardboard shapes, crayons, paper
Formation: sit children at table
Directions: Talk about the shapes with the children and distribute one to each child. Show them how to position their shape on the paper and hold to trace. Tell them to keep their crayon next to the shape as they trace. Have them color their shapes or cut them out to paste together for a picture. Gradually withdraw the tracing shapes and have children draw the shapes themselves.

8. Connect-the-Dots

Skill(s): Drawing
Number of Participants: one or more, small groups
Materials: large sheets of paper or a mural-sized paper, crayons
Formation: sit children at table
Directions: Show the children how to place large dots on their sheets of paper with a crayon. Show them how they can draw a line from one dot to the next dot. Vary with different colored crayons, having children color in the parts of their dot and line drawings. This may also take the form of drawing a map for a treasure hunt or roads for car races.

9. Draw a Race Track

Skill(s): Drawing
Number of Participants: one or more
Materials: wide butcher paper, crayons, small toy cars
Formation: scattered
Directions: Use wide butcher paper and have children draw a road on it for little cars to run on. Encourage children to draw turns and angles in the road.
To vary, draw roads using chalk on sidewalk. Use adding machine tape. Allow children to use imagination in adding 3-dimensional details to road map (blocks for building, stop signs, etc.).

10. Draw a Card

Skill(s): Drawing
Number of Participants: one or more
Materials: "cards" of plain paper, crayons
Formation: sit children at table
Directions: Draw simple forms on deck of cards (5 x 7"). Scribble, horizontal/vertical line, one-half circle, etc. Have children take a card from the deck and reproduce the drawing.
To vary, encourage children to draw their own forms on cards. Have them take 3 cards and reproduce a sequence of forms.

11. Story Illustrations

Skill(s): Drawing
Number of Participants: small group
Materials: paper, crayons or chalk
Formation: sit children at table
Directions: Tell a familiar story and distribute paper for children to draw a picture about the story. Help them to remember their favorite parts by talking with the children as they draw.

12. Invisible Ink Drawings

Skill(s): Drawing
Number of Participants: small group
Materials: paper, water, pens
Formation: scattered
Directions: There are many ways to do invisible ink drawings. One example follows: Dip a sheet of paper in water then flatten it against a windowpane or large wall mirror. Place a dry sheet of paper over it. Make a drawing on the dry sheet, using a ball point pen or a pencil with a medium-hard lead and dull point. Press hard while drawing. Remove the dry sheet and the drawing will be clearly visible on the wet sheet. When the sheet dries, the drawing will vanish. But when the sheet is wet again, the drawing will reappear.

STRINGING

1. Match and String

Skill(s): Stringing
Number of Participants: one or more
Materials: bowl, large wooden beads, spools, etc., a cord (waxed at one end for ease in stringing) for each child
Formation: sit children at table
Directions: Place the bowl or jar full of beads, spools, etc., in the middle of the table. Give children cords and ask them to string objects that are the same--all spools, all red beads, all yellow beads, all plastic beads, all wooden beads, etc.
To vary, string a spool on a cord and have children match the object on their cord. Have children string a sequence of beads from pictures on card.

2. String and Pass

Skill(s): Stringing
Number of Participants: at least two
Materials: bowl of beads and string
Formation: circle
Directions: Seat children in a small circle with beads available to all. Start out one child with a string and have him add a bead and pass it to the next child. Have the children take turns until the beads are strung.

To vary, have children follow verbal instructions, "a red spool," "a large blue bead." Have children follow a pattern when stringing 1 red, 2 blues, 1 yellow, 1 green, repeat.

3. Group Stringing

Skill(s): Stringing
Number of Participants: large group
Materials: long string, large beads, spools, macaroni, etc.
Formation: circle
Directions: Seat children in a circle with an assortment of objects to string. All hold the string. The one holding the end to be used strings on a bead or spool and then passes that end on to the next child, who does the same. Caution each child not to drop the end while passing and encourage the group to fill up the string with beads, macaroni, or other objects.

4. Button or Spool Stringing

Skill(s): Stringing
Number of Participants: individual, small group
Materials: buttons of various sizes, wooden and plastic spools from sewing thread, string with ends wrapped in tape for stiffness
Formation: circle
Directions: Encourage children to pick up spools or buttons to string. Vary the activity by having children string in a certain pattern, by colors. Tie string around children's necks for Indian necklaces, if desired.

5. Shape Jewelry

Skill(s): Stringing
Number of Participants: small or large group
Materials: construction paper, blunt plastic needles, string
Formation: sit children at table
Directions: Have children draw and cut out various shapes from colored construction paper; then string shapes to make jewelry.

6. Fruit Loop Jewelry

Skill(s): Stringing
Number of Participants: small group
Materials: loop cereals, (Fruit Loops, Cheerios, etc.), string taped at ends for stiffness
Formation: sit children at table
Directions: Part of the fun of this activity is being able to eat while stringing the cereal, but try to encourage more stringing than eating! Have children string the cereal for bracelets or necklaces, tying them around the neck or wrist when complete. A good incentive activity for the less-than-enthusiastic particpant!

7. Popcorn Stringing

Skill(s): Stringing
Number of Participants: small or large group
Materials: popcorn, blunt needles, thread
Formation: sit children at table
Directions: Demonstrate how to string popcorn for Christmas tree decorations. Encourage children to push the needle through the popcorn and push the popcorn down the string. Used to decorate a Christmas tree.

8. Tin Can Telephone

Skill(s): Stringing, Cutting
Number of Participants: at least two
Materials: two paper cups, or empty juice cans (cans are better), a string of 15-20 feet
Formation: sit children at table
Directions:

1) Punch a hole in the bottom of each can.
2) Have the children pull the string through both cans (open ends facing out) and knot the string at each end.

3) Have each child take a can and move as far as the string will stretch (keeping it taunt). Have the children take turns talking into the can and listening to each other.

9. Shoe Box Train

Skill(s): Stringing, Cutting
Number of Participants: one or more
Materials: shoe boxes (at least one per child), crayons, paint, glue, construction paper, string, scissors
Formation: sit children at table
Directions:

1) Have children decorate shoe boxes to look like a car of a train.
2) Punch holes in the ends of the boxes.
3) Have the children push string through the holes.
4) Knot the string inside, so that cars are connected like a train.
5) Encourage the children to draw tracks for the train or set a destination for the train.

10. Jewelry Making

Skill(s): Stringing, Cutting
Number of Participants: one or more
Materials: macaroni, string, food coloring (if desired)
Formation: sit children at table
Directions: Give each child a length of string to make a necklace or bracelet and an assortment of sizes and shapes of macaroni with holes. (Macaroni may be placed in food coloring briefly to make the jewelry more colorful.) Have children make jewelry by stringing. Vary the items, using sugar loops or other cereals that may be strung.

11. Shoelace Race

Skill(s): Stringing
Number of Participants: small or large group, or teams
Materials: shoes that lace or lacing boards (one per child)
Formation: circle
Directions: Have children race to see who can be the first to unlace and then relace the shoe correctly. Some children may require help at first.

12. Finger Cymbals

Skill(s): Stringing
Number of Participants: one or more
Materials: jar lids (preferably from baby food)--2 per child, elastic or rubber bands, paint
Formation: sit children at table
Directions:

1) Punch a hole in the center of each lid with a nail.
2) Have children paint or decorate the lids.
3) Cut two lengths of elastic, each about 3-4 inches long.
4) Have children push both ends of the elastic through the hole in the lid to form a loop.
5) Knot the ends on the underside of the lid.
6) Repeat the process for the second lid.
7) Put one elastic band around the thumb and one around the forefinger of each child and demonstrate clapping the lids together.
8) Have child use the lids during music time or as rhythm bands.

13. Mobiles

Skill(s): Stringing, Cutting
Number of Participants: one or more
Materials: construction paper, scissors, string, coat hanger, large blunt needles
Formation: sit children at table
Directions: Have the children cut out shapes (or pictures) and (using the blunt needle and string) string two or three shapes together. Hang them from a coat hanger to make a mobile.

CUTTING

1. Name and Cut It

Skill(s): Cutting
Number of Participants: at least two
Materials: table, scissors, printed shapes to cut

Formation: sit children at table
Directions: Set up a small table with several different forms on paper (to be cut out). Name a form and have several children pick the correct one and cut it out.
To vary, encourage children to name a form for each other to cut out. Have children draw a card from a deck and name and cut out the form. Encourage them to color their finished pieces.

2. Cut and Bag It

Skill(s): Cutting
Number of Participants: at least two
Materials: scissors, paper bags, grassy outdoor area
Formation: scattered
Directions: Give each child a pair of scissors and a paper bag. Have children go outside and clip grass or weeds such as dandelion tops and hide cuttings in paper bags.
To vary, encourage children to snip out their favorite pictures from magazines. Have them hide the pictures in their bags until they can share them at circle time.

3. Scrap Paper Face, Pictures

Skill(s): Cutting
Number of Participants: one or more, small group
Materials: scrap paper (bits and pieces of construction paper), paste, paper plays, sheets of construction paper
Formation: sit children at table
Directions: Have the children cut out facial features from small pieces of construction paper and paste them on a round paper plate to make a face. This activity may be varied to include cutting shapes and pasting them onto paper to make pictures (e.g., a triangle and square make a house).

4. Mobiles (see Stringing #3)

5. Shape Jewelry (see Stringing #15)

6. Family Scrapbook

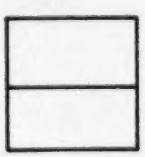
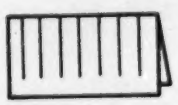
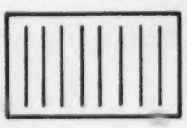
Skill(s): Cutting
Number of Participants: one or more, small group
Materials: magazines, construction paper, glue, scissors
Formation: sit children at table
Directions: Have the children look through magazines to find pictures to represent their families -- mother, father, sister, brother, pets. As they find pictures, have the children cut them out and paste them on a page of construction paper. Help label them appropriately. Put them together in scrapbook form and encourage each child to tell a little about his family.

7. Decorator Containers

Skill(s) Cutting
Number of Participants: one or more, small group
Materials: juice cans, glue, construction paper
Formation: sit children at table
Directions: Have children cut out shapes from pieces of construction paper to glue on the outside of a juice can. Have children cover the entire can, so that no part of the original can show through. Use the containers as pencil holders, etc., or as gifts for family members during holidays.

8. Paper Lanterns

Skill(s): Cutting
Number of Participants: one or more, small group
Materials: sheet construction paper per child, scissors, tape
Formation: sit children at table
Directions: Fold paper in half lengthwise. Have children cut slits in a piece of construction paper, stopping before reaching the edge. Slits should be about 1" wide cut the short width of the paper. Instruct players to unfold the paper and tape the ends together in a cylinder. The slits should open up and make a lantern when stood on end.

9. Paper Weaving

Skill(s): Cutting
Number of Participants: one or more
Materials: construction paper, scissors
Formation: sit children at table
Directions: Have children cut paper into strips about 12" long. Using a full sheet of construction paper, cut slits about 10" long into the paper (these may be prepared beforehand, as children have a difficult time stopping at the appropriate place). Be sure to leave about an inch of paper at each end uncut. Have the children weave the paper strips through the slits in the paper to make placemats. The ends of the strips may be glued or stapled to prevent slippage.

ZIPPING

1. Name and Zip It

Skill(s): Zipping
Number of Participants: one or more
Materials: zipping board, zipping dolls coats, purses
Formation: sit children at table
Directions: Set out an assortment of objects for zipping. Encourage children to name the object they want to zip. Name object for non-verbal children to choose for zipping.
To vary, hide various items with zippers. Encourage children to search for items, name them, and zip them.

2. Match and Zip

Skill(s): Zipping
Number of Participants: one or more
Materials: deck of picture cards, zipping objects (pants, galoshes, jackets, sweatshirts, pockets
Formation: sit children at table
Directions: Set various zipping objects out on a table. Have children draw a picture from a deck of cards and find the same object to zip and unzip. Encourage them to name the object.
To vary, hold a coat or a jacket up for children to see. Encourage children to go around the room and look for another coat or jacket to zip.

3. Zip and Run

Skill(s): Zipping and Running
Number of Participants: small or large group
Materials: clothing which zips, clothes basket, carpet squares
Formation: two lines
Directions: Form groups of three or four children. Have children stand in a line behind rug squares. On signal, have a child from each group run up to the clothes basket, select one garment, put it on, zip it up, and unzip it. Have the child return to the group. Make sure zippers on garments are equally difficult to handle.

4. Zipping Clothing and Personal Items

Skill(s): Zipping
Number of Participants: individuals, small group
Materials: dress-up clothes and accessories which require zipping
Formation: scattered
Directions: During houseplay, creative drama, or clothesbag game, encourage children to zip and unzip clothing and accessories, such as boots which zip, jackets, luggage, purses.

5. Zip Tents, Sleeping Bags

Skill(s): Zipping
Number of Participants: small or large group
Materials: tents, sleeping bags
Formation: scattered
Directions: After the children have assisted in setting up a tent, encourage them to zip up sleeping bags and to help one another to zip and unzip bags. Children can pretend to be camping, sleeping in the woods or mountains, talking with leaders and each other about "cooking out," and "sleeping out," and hiking.

6. Pantomime Zipping

Skill(s): Zipping
Number of Participants: small or large group
Materials: none

Formation: circle
Directions: Play a modified "charades," asking children to pantomime various movements such as zipping, tying, buttoning.

7. Clothes Bag

Skill(s): Zipping
Number of Participants: one or more
Materials: large box or bag of clothing (hats, shirts, shoes, jackets, gloves), a mirror (helpful but not necessary)
Formation: circle
Directions: Seat children in a circle. Encourage the children, one at a time, to go to the box and find an item of clothing that zips. Encourage children to perform the manipulative tasks necessary to wear the item chosen.
Vary this activity to introduce or reinforce identifying body parts, as "find something that you wear on your head." Clothing can be used to teach colors and to encourage self-help skills used to dress, such as buttoning, tying, snapping, etc.

8. Mirror Play

Skill(s): Zipping
Number of Participants: one or more
Materials: mirror, dress-up clothes
Formation: circle
Directions: Encourage children to select and "dress up" in clothes that require zipping, buttoning, snapping or tying. Encourage language and concept development by asking children to find something to wear when it is cold, when it rains, when it is hot, and in which to sleep. Encourage imitation.

9. Help-a-Friend Zip or Button

Skill(s): Zipping, Buttoning
Number of Participants: two or more
Materials: coats which zip, clothing which buttons
Formation: pairs
Directions: Encourage the children when going outdoors to zip or button their friends' coats. Vary the activity by making it a race.

10. Zipping Races

Skill(s): Zipping
Number of Participants: small or large group
Materials: oversized zippers--4 feet long--secured to plank of wood or to the floor
Formation: two lines
Directions: Encourage children to run up to the large zipper lying on the floor, zip it up as quickly as possible, and run back to the team. Each child does the same, zipping or unzipping the zipper as fast as he can.
To vary, have children pretend the zipper tab is their "race car" and, all starting at the same time, see who can zip the "race car" to the finish line first. On the signal, children pull their zipper tab (race cars) as quickly as possible to zip closed. (Note: Oversized zippers can be purchased at sewing stores. They are as long as 6 feet and are the type found in sleeping or garment bags.)

BUTTONING

1. Sorting Buttons

Skill(s): Buttoning
Number of Participants: small group
Materials: various sized colored buttons, small plastic containers with lids slotted to fit the buttons
Formation: sit children at table
Directions: Secure a slotted lid on each container. Encourage children to sort buttons by color or type into the containers. Encourage children to push the buttons through the slots into the containers.

2. Busy Board or Book

Skill(s): Buttoning, Zipping
Number of Participants: one or two
Materials: board or book containing various buttons and buttonholes, scraps, zippers, and ties
Formation: sit children at table
Directions: Show child how to manipulate the various parts of the board. Vary the activity by having races to see who can button all the buttons, tie the laces, etc.

3. Making Buttons

Skill(s): Buttoning, Grasping
Number of Participants: small group
Materials: playdough, clay, cardboard, flour paste, etc. (anything that is moldable and will harden)
Formation: sit children at table
Directions: Have the children make buttons and decorate them with paints or magic markers. Have them "sew" their buttons onto their busy boards or a piece of felt with large blunt needles and thread. The children can make felt buttonholes to go with their buttons.

4. Button One, Button Two

Skill(s): Buttoning
Number of Participants: small group
Materials: two tables, buttoning dolls, buttoning boards
Formation: two lines
Directions: Set up a relay race with 2 tables at one end of the track. Have children run to the tables and button 1 or 2 buttons as specified and then run back.
To vary, encourage children to take turns calling out "Button 1" or "Button 2" for the relay.

5. Button and Hide

Skill(s): Buttoning
Number of Participants: one or more
Materials: button, pockets or pouches, small items to hide
Formation: pairs
Directions: Hide items in pockets or pouches that can be buttoned closed. Encourage children to unbutton the pocket and find the object.
To vary, encourage children to choose objects to hide and have them button the pocket closed.

6. Help-A-Friend Button (see Zipping #9)

7. Button and Run

Skill(s): Buttoning, Running
Number of Participants: small to large group
Materials: clothes which button, tape or string to mark starting line, clothesline with buttoned items on it
Formation: two lines
Directions: Form groups of three or four children. On signal, have a child from each group run up to the clothesline, select one garment, put it on, button it, and unbutton it. Have the child return to the group.
Make sure buttons on garments are equally difficult to handle.

8. Button Puppets

Skill(s): Buttoning
Number of Participants: small or large group
Materials: button hand puppets
Formation: sit children at table
Directions: A button hand puppet can easily be made by cutting a pattern from felt. Cut two pieces. Make one a little larger than the other, so that it can be cut in half and overlapped to button. Have children unbutton puppets to get them on their hands and button them to fit. Fronts and backs can be stretched or glued together and buttonholes can be cut in the backs. Buttons can be sewn in place and faces and clothes drawn on.

9. Buttoning Race

Skill(s): Buttoning
Number of Participants: small or large group
Materials: button boards or dolls
Formation two lines
Directions: Have children run up to the button board or doll lying on the floor, button it as quickly as possible, and run back to the team. Each child does the same, buttoning or unbuttoning as fast as he can.

APPENDIX C

PREP SONGS

PREP SONGS

(This appendix describes songs referred to in the "Language Stimulation" section of each gross and fine motor skill. For your convenience, songs are listed alphabetically.)

"A TINY LITTLE MOUSE"

There's such a tiny little mouse,
Living safely in my house.
Out at night he'll softly creep,
When everyone is fast asleep.
But always in the light of day,
He'll softly, softly creep away.

"BUNNY HOP"

I can hop like a bunny hops,
Hopping up and down.
Hopping, hopping all day long.
Hopping all around.

"BUTTON, BUTTON, WHO'S GOT THE BUTTON"

Button, button, who's got the button?
Hide it. Find it.
Button it tight.
Button, Button, who's got the button?

"BUTTONING MY SHIRT"
(Tune of "Farmer in the Dell")

Buttoning my shirt,
Zipping up my coat,
Zipping up my big, black boots.
Now I'm dressed to go.
(Imitate actions for first 3 lines.)

"BUTTON UP"
(Tune of "Sailing, Sailing")

Button up, button up, button up my shirt.
The buttons are big, the buttons are small,
This sure is a lot of work.
When I'm buttoned up,
Then I can go outside
And play all day
With my friends and say,
"I buttoned my shirt, I tried."

"CATCH A FALLING STAR"

Catch a falling star,
Put it in your pocket,
Save it for a rainy day.

Catch a falling star,
Put in in your pocket,
Never let it fade away.

"CATCH, CATCH, CATCH THE BALL"

Catch, catch, catch the ball,
Hold it for a while.
Throw it back to your friend,
Smile, smile, smile.

"CREEPY, CRAWLY"

Creepy, crawly little bug,
Crawling on the floor,
Crawl on up the window sill
And fly out of the door.

"CROCODILE SONG"

Oh, she sailed away on a bright and sunny day on the back of a crocodile. (hands flat on top of one another)
"You see," said she, "He's as tame as he can be. (stroke the back of hand with other)
"I'll ride him down the Nile." (hands on top of one another, "swim" them)
Well, the croc winked his eye (wink eye) as he waved his friends goodbye, (wave)
Wearing a happy smile. (show smile)
At the end of the ride, the lady was inside, (point to tummy)
And the smile was on the crocodile. (smile)
He ate her all up!
The smile was on the crocodile! Yeah!

"DRIPPY, DRIPPY RAIN"
(Tune of Campbell's Soup Song)

Drippy, drippy rain, (look very sad and tired)
Drippy, drippy rain, (make fingers wiggle up and down like rain)
That's what we are tired of, (hands on hips)
Drippy, drippy rain (fingers wiggle like rain).

Runny, runny nose, (pull out pretend handkerchief)
Runny, runny nose, (pretend to wipe nose)
That's what we are tired of, (hands on hips)
Runny, runny nose (wipe nose).

Squishy, gishy mud, (pretend to pull feet out of mud)
Squishy, gishy mud, (wipe feet off on imaginary doormat)
That's what we are tired of, (hands on hips)
Squishy, gishy mud (pull feet out of mud).

Ah-ka-choo!! (pretend sneeze)
Ah-ka-choo!! (pretend sneeze)

"DRIPPY, DRIPPY RAIN" (Cont'd)

That's what we are tired of,
(hands on hips)
Ah-ka-choo!! (pretend sneeze)

"EENSY-WEENSEY SPIDER"

Eensy-weensey spider
Crawled up the water spout.
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain,
So the eensy weensy spider
Crawled up the spout again.

"FARMER IN THE DELL"

The farmer in the dell, the farmer in the dell,
Heigh O the derry Oh, the farmer in the dell.

The farmer takes a wife, the farmer takes a wife,
Heigh O the derry Oh, the farmer takes a wife.
The wife takes a child
The child takes a nurse
The nurse takes a dog
The dog takes a cat
The cat takes a rat
The rat takes the cheese.

"FIRST KICK THE BALL"

First, kick the ball to _____.
_____, kick the ball to _____.
All around the circle.

"FIVE GREEN SPECKLED FROGS"

Five green speckled frogs
(show 5 fingers)
sat on a speckled log (squat like a frog)
eating the most delicious bugs, yum-yum (rub tummy).
One jumped into the pool (make jumping movement)
Where it was nice and cool (fan self with hand)
Now there are four green speckled frogs--glub, glub. (Show 4 fingers)
(continue until there are none)

"FIVE LITTLE MONKEYS"

Five little monkeys jumping on the bed (jump up and down)
One fell off and bumped his head. (hold head)
Mother phoned the doctor; the doctor said, (dial phone)
"No more monkeys jumping on the bed!" (scowl and shake finger)
(Continue until there are "no monkeys")

"FIVE LITTLE SKELETONS"

One little skeleton hopping up and down, (repeat twice)
For this is Halloween.
Two little witches flying through the air, (repeat twice)
For this is Halloween.
Three little pumpkins sitting on a fence, (repeat twice)
For this is Halloween.
Four little ghosties skipping through the town, (repeat twice)
For this is Halloween.
(Children may act out verses.)

"HANDS"

Monkey see, monkey do,
The monkey does the same as you.
When you clap, clap, clap your hands,
When you shake, shake, shake your hands,
When you turn, turn, turn your hands,
When you wave, wave, wave your hands,
When you circle, circle, circle your hands.

"HEAD AND SHOULDERS, BABY"

Head and Shoulders, Baby, 1,2,3
Head and Shoulders, Baby, 1,2,3
Head and Shoulders, Head and Shoulders
Head and Shoulders, Baby, 1,2,3

"HEAD, SHOULDERS, KNEES AND TOES"

Head, shoulders, knees and toes
Knees and toes.
Head, shoulders, knees and toes
Knees and toes.
Eyes, ears, mouth and nose
Head, shoulders, knees and toes.
Knees and toes.

"HERE'S A CUP"

Here's a cup, and here's a cup.
(make a circle with thumb and index finger of open hand, extend arm and repeat)
And here's a pot of tea.
(make fist with other hand and extend thumb for spout)
Pour a cup, and pour a cup,
(tip fist to pour)
And have a drink with me.
(make drinking motions)

"HERE IS A BEEHIVE"

"Here is a beehive (make fist)
Where are the bees? (look at fist)
Hiding away where nobody sees.
Watch them creeping
Out of their hive,
One, two, three, four, five
Bzzzz. (fingers fly away)

"IF YOU'RE WEARING A (OBJECT) STAND UP"

If you're wearing a dress,
Stand up (2 times).
If you're wearing pants,
Stand up (2 times).
What are you wearing, what are
you wearing, what are you
wearing, today, today? (2 times)

"I'M A LITTLE TEAPOT"

I'm a little teapot, short
and stout,
Here is my handle, here is my
spout.
When I get all steamed up,
Hear me shout,
Tip me over and pour me out.

"I'M BRINGING HOME A BABY BUMBLEBEE"

I'm bringing home a baby
bumblebee,
Won't my mommy be so proud
of me.
I'm bringing home a baby
bumblebee
Ouch, he bit (stung) me.

Bzzz, Bzzz. (have child put his
fingers together and imitate
a bee flying and buzzing)

"IT'S RAINING, IT'S POURING"

It's raining, it's pouring,
the old man is snoring,
Went to bed and bumped his head,
and couldn't get up in the morning.

"IT'S (CHILD)'s TURN TO LIFT"

It's _____'s turn to lift,
It's _____'s turn to lift.
Lift it high and pass it round.
It's _____'s turn to lift."
(new name)

"IT'S (CHILD)'s TURN TO POUR"

It's _____'s turn to pour,
It's _____'s turn to pour.
Here's a cup and here's the juice.
It's _____'s turn to pour."
(new name)

"I WENT TO SCHOOL ONE MORNING AND I WALKED LIKE THIS"

(1) I went to school one morning and
I walked like this,
Walked like this, walked like this.
I went to school one morning and
I walked like this
on my way to school.

(2) I saw a little robin and he hopped
like this, etc.

"I WENT TO SCHOOL ONE MORNING AND I WALKED LIKE THIS, (Cont'd)

(3) I saw a shiny river and I splashed
like this.

(4) I saw a little pony and he galloped
like this, etc.

(5) I saw a tall policeman and he
stood like this, etc.

(6) I heard the school bell ringing and
I ran like this, etc.

"JACK AND JILL"

Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down and broke his crown
And Jill came tumbling after.

"JACK BE NIMBLE"

Jack be nimble,
(hold closed fist with thumb standing)
Jack be quick,
(hold up other fist)
Jack jumped over the candlestick.
(fist hand hops over other fist)

"JACK IN THE BOX"

Jack in the Box is out of sight
(children crouch down)
When the cover's fastened tight.
(clap on "tight")
Press the lid and up he goes.
(jump up)
Jack in the box with the long red
nose. (point to nose)

"JOHNNY WORKS WITH ONE HAMMER"

(1) Johnny works with one hammer,
One hammer, one hammer,
Johnny works with one hammer,
All day long.

(2) Johnny works with 2 hammers, etc.
(3) Johnny works with 3 hammers, etc.
(4) Johnny works with 4 hammers, etc.
(5) Johnny works with 5 hammers, etc.
(6) Johnny's very tired now, etc.
(7) Johnny's wide awake now, etc."

1st verse - bang on floor with one
foot.
2nd verse - bang with two fists.
3rd verse - bang both fists and
one foot.
4th verse - bang both fists and
both feet.
5th verse - bang both fists, feet
and nod head.
6th verse - rest hands on head.
7th verse - do all actions again
very quickly.

"KICK, KICK, KICK THE BALL"

Kick, kick, kick the ball,
Kick it soft or hard,
When you kick it with your foot
It goes very far.

"LET'S CREEP AND CRAWL AROUND THE CIRCLE"

(See "Let's Walk Around the Circle")

"LET'S HOP AROUND THE CIRCLE"

(See "Let's Walk Around the Circle")

"LET'S WALK AROUND THE CIRCLE"

Let's walk around the circle,
Let's walk around the circle,
Let's walk around the circle
As we have done before.

(2) Let's run around the circle.
(3) Let's skip, etc.
(4) Let's hop, etc.
(5) Let's jump, etc.
(6) Let's walk fast, etc.
(7) Let's walk slow, etc.
(8) Let's stand in the middle of the circle.

"LIFTING, LIFTING OVER THE FENCE WE GO"

Lifting, lifting over the fence we go.
We all know how
To lift up or down
Lifting, lifting over the fence we go.

"LIFT, LIFT, LIFT THE BOX"

Lift, lift, lift the box,
Lift it up or down.
Hold it tight and lift it up
Now lift it down.

"LITTLE RABBIT"

In a cabin in the woods
A little old man by the window stood.
Saw a rabbit hopping by
Knocking at his door.
"Help me, help me, Sir," he said
"Before the farmer shoots me dead."
"Come little rabbit, come with me,
Happy we will always be."

"LONDON BRIDGE"

London bridge is falling down,
falling down, falling down.
London bridge is falling down,
My fair lady.
Take the key and lock her up
Lock her up, lock her up,
Take the key and lock her up
My fair lady.

(Action: 1st verse: Two children form bridge by joining both hands over their

"LONDON BRIDGE" (Cont'd)

heads, while the other children pass under it. On "my fair lady," both children lower their arms, "capturing" one of the others. 2nd. verse: One, two, "rock" the captured one back and forth while singing.)

"ME"

This is my nose,
These are my ears.
These are my eyes
That make the tears.
This is my mouth
It smiles for me.

"MERRILY WE ROLL ALONG"

Merrily we roll along,
roll along, roll along
Merrily we roll along
My fair ladies.

"MONKEY SEE, MONKEY DO"

When I touch, touch, touch my eyes
The monkey touch, touch, touch his eyes
Monkey see and monkey do the monkey does the same as you.

When I blink, blink, my eyes . . .
Close, close, close . . .
Open, open, open . . .
Look up and Look down . . .

"MY AIRPLANE"

My airplane has great big wings
And a propellor that goes around around.
It goes up, up, up,
And down, down, down.

"MY LITTLE FINGERS KEEP MOVING"

My little fingers keep moving
My little fingers keep moving
My little fingers keep moving
And now they're going to stop.

Verses:

My fingers and hands keep moving.
My fingers and hands and arms keep moving, etc.

"NOW JUMP IN THE MIDDLE OF THE CIRCLE"

(1) Go round and round the circle
Go round and round the circle
Go round and round the circle
As we have done before.

(2) Now jump in the middle of the circle.

"NOW JUMP IN THE MIDDLE OF THE CIRCLE"
(Cont'd)

(3) Now stand in the middle of the circle.
(4) Now hop around the circle.
(5) Now walk around the circle.

"NOW WE ARE CUTTING THE LINE"
(Tune to "Follow the Yellowbrick Road")

Now we are cutting the line
Now we are cutting the line
Now we are cutting, cutting,
cutting,
Now we are cutting the line.

Cutting lines and cutting paper,
Cutting lines while we sing
Cutting, cutting, cutting
Cutting the line.

"NOW WE'RE GOING TO SNIP THE CLAY"

Now we're going to snip the clay,
Snip the clay, snip the clay,
Now we're going to snip the clay,
Snip, snip, snip.
(To "London Bridge is Falling Down")

"OH THE RED, RED ROBIN GOES HOP, HOP, ETC."

Oh the red, red robin goes hop, hop, hopping
along, along,
There'll be no more sobbin when he comes
Singing his own sweet song.
Wake up, wake up you sleepy head,
Get up, get out of bed,
Cheer up, cheer up,
The sun is red, Live, Love, Laugh and
be Happy.
When the red, red, robin comes hop, hop,
hopping along.

"OLD MACDONALD"

Old MacDonald had a farm,
E-I-E-I-O
And on his farm he had some cows,
E-I-E-I-O
With a moo-moo here,
And a moo-moo there,
There a moo, here a moo,
Everywhere a moo-moo
Old MacDonald had a farm
E-I-E-I-O.

Duck - quack (etc.)
Horse - neigh (etc.)
Sheep - baa (etc.)

"ONE, TWO, THREE, FOUR, FIVE...
I CAUGHT A BEE ALIVE"

One, two, three, four, five,
I caught a bee alive.
Six, seven, eight, nine, ten
I let it go again.

"OPEN, SHUT THEM"

Open, shut them, open, shut them,
Give your hands a clap,
Open, shut them, open, shut them,
Put them in your lap.

"OVER, UNDER, AROUND THE STICK"
(have 2 people holding a long stick)

Come on, children, let's all get
together now.
All get together, now.
All get together now.
Come on, children, let's all get
together now,
Let's all go under the stick.
(around, over)

"PAT - A - CAKE"

Pat - a - cake, pat - a - cake,
bakerman,
Bake me a cake as fast as you can.
Roll it and knead it, and mark it
with a "B"
And there'll be cake for you and
me.

"PAT THE CLAY"

Pat the clay so round and fat,
Round and fat, round and fat,
Pat the clay so round and fat,
Pat! Pat! Pat!
(Tune to "London Bridge is Falling
Down")

"PUFF, THE MAGIC DRAGON"

(The song can be acted out, illustrated,
or sung just for fun. Be sure to have
some pictures handy of a dragon, a ship,
and other images which may not be
familiar to children.)

Chorus:

(1) Puff, the Magic Dragon, lived by
the sea and frolicked in the autumn
mist, in a land called Hannalee.
And little Jackie Paper, loved that
rascal Puff,
And brought him strings and sealing
wax and other fancy stuff.
(sung once and repeat - then on to
other verses)

(3) A dragon lives forever, but not
so little boys.
Painted wings and giant's rings make
way for other toys.
One gray night, it happened; Jackie
Paper came no more.
And Puff, that mighty dragon, he
ceased his fearless roar.

"PUFF THE MAGIC DRAGON" (Cont'd)

Skip Chorus

(4) His head was bent in sorrow.
Green scales fell like rain.
Puff no longer went to play along the Cherry Lane.
Without his lifelong friend, Puff could not be brave.
So Puff that mighty dragon sadly slipped into his cave.

Chorus

"PULL, PULL, PULL THE STRING"

Pull, pull, pull the string,
and pull, pull, pull your truck
All around the circle.
Pull it slow,
Pull it fast
Pull it to _____ (name).

"PUSH, PUSH, PUSH THE BOX"

Push, push, push the box,
All around the circle.
Push it slow,
Push it fast,
Push it to _____ (name).

"RAG DOLL" (#50)

I'm a limp rag doll
My neck is limp
My back is limp
My legs are limp,
I'm a limp rag doll.

"RAIN, RAIN GO AWAY"

Rain, rain, go away,
Come again another day,
Little _____ wants to play.

"RING AROUND THE ROSEY"

Ring around the rosey,
A pocket full of poseys,
Ashes, ashes,
We all fall down.

"RUN, RUN, RUN....."

Run, run, run,
(Sing to jingle bells)

"SEE MY FINGERS WALKING, WALKING"

See my fingers walking, walking,
All together in a row.
See my fingers walking, walking,
All together to and fro.
There is a big house,
Tall and wide.
Knock at the door
And walk inside!

"SEE MY FINGERS WALKING, WALKING" (Cont'd)

See my fingers: running....
jumping....
sliding....

"SLOWLY CREEPS THE GARDEN SNAIL"

Slowly, slowly very slowly
Creeps the garden snail.
Slowly, slowly, very slowly
Up the wooden rail.

Quickly, quickly, very quickly
Runs the Little Mouse.
Quickly, quickly, very quickly
Round about the house.

"THERE WERE 5"

There were 5 in the bed and the little one said,
Roll over, roll over,
And they all rolled over and one fell out
There were 4 - 3 - 2 -

There was one in the bed and the little one said,
I'm lonely, I'm lonely
And they all jumped back into bed...

"THIS IS MY HOUSE"

This is my house,
Straight and tall,
I have built it,
Roof and all.

Wall so big
And fence so high
Here's the door,
Now come inside.
(tune to "Twinkle, Twinkle, Little Star")

"THIS IS THE WAY WE CATCH THE BALL"

This is the way we catch the ball,
Catch the ball, catch the ball.
This is the way we catch the ball,
so early in the morning.

(Also substitute with:
This is the way we hit the ball,
This is the way we kick the ball.
This is the way we pat the play-dough.
This is the way we pick up the pennies.
This is the way we pour our juice.
This is the way we roll the ball.
This is the way we swing our arms.

"THIS IS THE WAY WE GO WIGGLEY, WIGGLEY WHEN WE DRAW A SNAKE"

This is the way we go wiggley, wiggley,
when we draw a snake,

"THIS IS THE WAY WE GO WIGGLEY, WIGGLEY WHEN WE DRAW A SNAKE" (Cont'd)

Round and round, Up and Down,
Wiggley, Wiggley goes the snake.

"THIS OLD MAN"

This old man, he played one,
He played nick nack on my thumb,
With a nick nack patty wack
Give a dog a bone,
This old man came rolling home.

This old man, he played two
He played nick nack on my shoe.

Three-knee	Seven-up in heaven
Four-door	Eight-plate
Five-hive	Nine-vine
Six-sticks	Ten-once again

"THIS IS WHAT I CAN DO"
(any tune will do for this one)

This is what I can do,
Everybody do it, too. (leader moves in some way for all to imitate)
This is what I can do,
Now I pass it on to you.
(choose new leader)

"THROW, THROW, THROW THE BALL"

Throw, throw, throw the ball,
Throw it if you can,
Throw it soft, throw it hard,
Now throw it once again.
(to "Row, Row, Row Your Boat")

"TOUCH"

Touch your nose, touch your chin,
That's the way this game begins.
Now touch your eyes, touch your knees
Now pretend you're going to sneeze.
Touch your hair, touch one ear
Touch your 2 red lips right here.
Touch your elbows where they bend
That's the way this touch game ends.

"TWO LITTLE BLACKBIRDS"

Two little blackbirds
(close fists - extend index finger)
Sitting on a hill
One named Jack
(talk to one index finger)
And the other named Jill,
(talk to other index finger)
Fly away Jack,
(toss index fingers over shoulders separately)
Fly away Jill
Come back Jack.
(bring back hands separately with index fingers extended)
Come back Jill.

"UP, UP, UP"

Up, up, up,
Down, down, down,
Touch your head,
And turn around.

Up, up, up,
Down, down, down,
Touch your nose
And sit down.

"UP, DOWN, AROUND"
(tune of "Jimmy Crack Corn")

Hands up high, just like me,
Hands up high, just like me,
Hands up high, just like me,
Today's a happy day.
(clap rhythm)

Hands down low, just like me,
Hands down low, just like me,
Hands down low, just like me,
Today's a happy day. (clap)

Elbows high, just like me,
Elbows high, just like me,
Elbows high, just like me,
Today's a happy day.

Foot to the front, just like me,
Foot to the front, just like me,
Foot to the front, just like me,
Today's a happy day.

Knees to the side, just like me,
Knees to the side, just like me,
Knees to the side, just like me,
Today's a happy day.

Swing your arms around, just like me,
Swing your arms around, just like me,
Swing your arms around, just like me,
Today's a happy day.

Over your head, two hands now,
Under your chin, take a bow.
Over your head, two hands now,
Today's a happy day.

Step to the front, now step back,
Step to the front, now step back,
Step to the front, now step back,
Today's a happy day.

Into the circle, walk like me
Out again now, do you see?
Into the circle, walk like me
Today's a happy day.

"VALENTINE" (tune of "Auralee")

When you send a Valentine,
That's the time for fun.
Put it underneath the door (one child puts Valentine, or other object, under chair of a child seated in circle.)

"VALENTINE" (Cont'd)

Ring the bell and run, run, run,
(pretentd to ring bell)
Ring the bell and run. (run back to
place around circle)

"VISIT TO MY LITTLE FRIENDS"

Walk around the corner,
Just around the block
Visiting my little friend
Knock, knock, knock.

"WATCH ME MOVE"

My head nods
My elbow bends
My eyes move back and forth
My waist twists.
My hands clap or just stay still
upon my lap.
My legs stretch,
My arms do too,
I curl my toes
Inside my shoes.

"WE ARE ALL SWINGING OUR ARMS"

We are all swinging our arms,
Swinging our arms,
Swinging our arms,
Swinging our arms,
We are all swinging our arms
As we walk along.
(to tune of "Merrily We Roll Along")

"WE ARE CLIMBING"
(tune of "Mary had a Little Lamb")

We are climbing up the stairs,
Up the stairs, up the stairs.
We are climbing up the stairs
On our way to the playground.

We are climbing up the hill . . . .
ladder . . . .
over the box . . . .

"WE ARE CLIMBING OVER THE BOX"

We are climbing over the box,
Over the box, over the box.
We are climbing over the box,
On our way to _____.

2. We are climbing up the hill.
3. We are climbing up the ladder.
4. We are climbing up the stairs.

"WE ARE ROLLING"
(tune of "Mary had a Little Lamb")

We are rolling like a log,
Like a log, like a log.
We are rolling like a log
All day long.
We are rolling like a ball . . . .
wheel . . . .
orange . . . .

"WE ARE RUNNING TO THE PLAYGROUND"

We are running to the playground,
We are walking to the playground.
We are walking to the store.

"WE ARE SQUEEZING THE NEWSPAPER"

We are squeezing the newspaper,
newspaper, newspaper,
We are squeezing the newspaper
as we make the balls.
(to "Merrily we roll Along")

"WHEN COWS GET UP . . . ."

When cows get up in the morning,
they always say "Good-day."
When cows get up in the morning,
they always say "Good-day."
Moo, Moo, Moo, Moo, This is what
they say, they say,
Moo, Moo, Moo, Moo, They always
say "Good-day."
(add on animals and sounds; end
with "When children get up in the
morning, they always say "hello.")

"IF YOU'RE HAPPY AND YOU KNOW IT"

1. If you're happy and you know it,
Clap your hands,
If you're happy and you know it,
Clap your hands.
If you're happy and you know it,
And you really want to show it,
If you're happy and you know it,
Clap your hands.

2. If you're angry and you know it,
Stamp your feet, etc.

3. If you're sad and you know it,
You can cry, etc. . .

"WHERE IS THUMBKIN?"

Where is Thumbkin? Where is Thumbkin?
(put hands behind back)
Here I am. (show one thumb)
Here I am. (show other thumb)
How are you this morning?
(bend one thumb)
Very well, thank you.
(bend other thumb)
Run and play, run and play,
(put thumbs behind back)
(Repeat above with the following headings,
"talking" with successive fingers)

2. Where is pointer?
3. Where is tall man?
4. Where is ring man?
5. Where is pinkie?

"WIGGLE LIKE A SNAKE"

Wiggle like a snake,
Hop like a bunny
Climb like a monkey
Now do something funny.
(Encourage children to act out song)

"WIGGLES"
(transition from active to quiet activity)

Wiggle my fingers and wiggle my toes
And when all the wiggles are out of me.
I'll be as still as still can be.

"ZOO SONG" (animal imitation)
(tune of "This is the Way We Wash Our Clothes")

See the animals in the zoo,
in the zoo, in the zoo.
See the animals in the zoo,
and you can do it, too.
(Encourage each child to select an animal, and everybody imitate that animal.)

APPENDIX D

WATER ACTIVITIES FOR THE PRESCHOOL CHILD

WATER ACTIVITIES FOR THE PRESCHOOL CHILD

The following pool activities are intended to be fun, promote familiarity with the water, and reinforce previously learned fine and gross motor skills. Tasks should be kept simple and a variety of toys and materials familiar to the child should be utilized. Encourage creativity and help motivate the child to explore various equipment and movement patterns within safety limits.

Guidelines

1. Encourage movement of all kinds, since water enables some children to move body parts that otherwise could not be moved.
2. Give directions in a clear, well-modulated voice. Some demonstration may be necessary. Use words that children can understand.
3. Allow the child to acquaint himself with water by hanging onto the pool edge or by moving himself up and down, side to side, pushing away from and pulling toward the edge. Let the child explore all parts of the pool where he feels comfortable.
4. Do not push the child beyond his own comfort level just to keep up with others. Allow him to progress at his own rate.
5. Allow child to experiment in the water with skills already acquired.
6. Allow opportunities for free play.
7. Give immediate reinforcement for appropriate behavior. Be quick to praise.
8. Gain the child's trust and help him to overcome any fear of the water by working on skills such as walking and jumping in the water. Patience will usually bring about desired results.
9. Be firm, but gentle, and maintain discipline.
10. Feel comfortable with the child you are helping. If you do not, consider switching with another instructor.
11. Stress safety guidelines both in and out of the water.
12. Be flexible and be prepared to change to another skill or game if the child gets bored.

SUGGESTED INDIVIDUAL AND SMALL GROUP ACTIVITIES

Skill		Using Sponges, Washcloths
Grasping	1.	Fill with water--and squeeze.
Grasping	2.	Fill with water--squeeze and wipe face.
Grasping	3.	Fill with water--don't squeeze--and wipe face.
Grasping	4.	Fill with water--don't squeeze--and place on top of head.
Grasping	5.	Fill with water--place on head and squeeze.
		Using Other Objects and Toys
Walking	6.	While walking, blow sailboats, balloons, and/or ping pong balls across pool with or without straws.
Pushing/Striking	7.	Push or strike balls across pool with hands and nose.
Pouring	8.	Pour water while using buckets, cups, and/or bottles.
Throwing	9.	Throw balls or other objects into hoops or inner tubes.
Grasping	10.	Collect forks floating in the water.
Striking	11.	Hit suspended balls or balloons.
Dynamic Balance	12.	Walk length of pool carrying a ping pong ball on a plastic spoon.
Rolling	13.	Roll a nerf ball down a ramp into water; run to other end, retrieve ball, and run up ramp.
Stringing	14.	String inner tubes, hoops, and/or deck tennis rings with tug-o-war rope.
Zipping/ Buttoning	15.	Dress and undress dolls. Use Dapper Dan dolls (buttoning dolls).
Balance	16.	Sit in inner tube and paddle with hands.
Climbing	17.	Climb up and down ladder, stepping on each rung.
Crawling/ Creeping	18.	Crawl or creep down long board or ramp into water.
Buttoning	19.	Enter the water "dressed up" use old clothes--shirts, pants. Bathing suits are under clothes. Children must then undress.
Jumping	20.	Jump into hoops from side of pool.
Jumping	21.	Duck under water and jump up inside hoop.
Static Balance	22.	Balance in water using 1, 2, or more body parts in contact with bottom of pool.

LARGE GROUP GAMES

Skill		Circle Games
Body Awareness	1.	Hokey Pokey - Also include swimming skills.
Striking	2.	Balloon Circle Volley - children try to keep balloon from touching water by striking with hands.

Skill		Circle Games, continued
Throwing/Catching	3.	Ball Toss - throw and catch beach ball.
Throwing/Catching	4.	Sponge Toss - throw (and catch) water- filled sponge to others in circle.
Grasping	5.	Hot Potato - using nerf balls or beach balls.
Catching/Throwing	6.	Monkey in the Middle - children begin in circle with one child in center. Child in center tries to catch ball. If ball is caught, the child in middle changes places with another child.
Throwing	7.	Circle Dodge - use beach ball.
Running	8.	Duck-Duck Goose
Jumping	9.	Musical Hoops - same as musical chairs except hoops are arranged in a circle and tied together. Children must duck under water and jump up inside hoop when music stops or whistle or bell sounds.
Lifting	10.	Net Games - raise and lower net, form merry-go-round, pop up small balls placed on net.
		Tag Games
Running	1.	Pom-Pom Pull Away - all line up on one side of pool, except leader, who is in center of pool. On signal, children attempt to run across pool without being tagged. If tagged, child must remain in middle and help leader catch others. Various locomotive skills can be used.
Running	2.	Red Light, Green Light
Body Awareness	3.	Body Part Tag - leader tries to tag others, but can only tag designated body part, i.e., arm, nose, back, etc.
Running	4.	Will-o-the-Wisp - all have eyes closed except leader who has bell or whistle and swims under water surfaces and sounds bell. Others try to catch leader. Leader must stay where all can stand.
		Relays
Grasping	1.	Tunnel Ball - 2 teams are in line formation. Each child passes ball over head to next child. First team to get the ball to the back is the winner.
Various Motor Skills	2.	Walking; hopping; carrying; or blowing objects; passing balls over-under, to the side; throwing balls into hoops or tubes.
Pushing	3.	Wheelbarrow Race - one child uses kickboard while second child pushes himself forward holding onto waist.

ADDITIONAL GAMES

Skill		
Striking	1.	Balloon Volleyball.
Throwing/Catching	2.	Newcombe - using beach ball.
Pushing	3.	Water Push Ball - 2 groups are lined up on either side of pool with large beach ball or cageball in center. On signal, all rush to middle and try to push the ball to opposite side.
Grasping	4.	Cork Scramble - 2 groups are lined up on either side of pool. Leader throws corks in pool. On signal, all rush out and gather as many corks as possible. Each cork must be taken to leader before getting a second cork.

ADDITIONAL GAMES, Continued

Skill		
Throwing	5.	Clean Up Your Own Yard - children are in two teams, one on each side of net. Use half as many balls as there are children. On signal, children throw balls over net to other side. Balls that land on one side must be picked up and thrown again. Only one ball can be thrown at a time. On second signal, all sit on edge of pool. Team with fewest balls on their side is winner.
Pulling	6.	Tug-o-War.
Various Locomotive Skills	7.	Obstacle Course - walk around hoop, go under rope, throw a ball, jump into tube, climb out of pool, slide into pool, retrieve a buoy.

Suggested Materials: nerf balls, hoops, inner tubes with valves taped, ropes, corks, floatable toys, straws, sponges, balloons, slide or ramp, net or string, kickboards, ladder, tape recorder and tapes